



**Education Review Office**  
Te Tari Arotake Mātauranga

**Glenfield Early Learning Centre**  
**Glenfield, Auckland**

**Confirmed**

**Education Review Report**

# Glenfield Early Learning Centre

## Glenfield, Auckland

### 28 August 2019

## 1 Evaluation of Glenfield Early Learning Centre

How well placed is Glenfield Early Learning Centre to promote positive learning outcomes for children?

Not well placed	Requires further development	<b>Well placed</b>	Very well placed
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ERO's findings that support this overall judgement are summarised below.

### Background

Glenfield Early Learning Centre is located in the Glenfield Community Centre. The complex operates as a "social-profit" organisation for its multicultural community. The centre provides sessions for children from one to five years of age. Sessions are similar to school hours, and a shortened day is provided for the younger children.

*Te Whāriki*, the early childhood curriculum, is highlighted in the centre philosophy and underpins teaching and learning practices. The philosophy promotes respectful relationships, child-led play and a positive and responsive environment.

The 2016 ERO report noted that staff were newly appointed in their positions following a restructuring process. Staffing and management are now stable. The 2016 report identified good practices which have been sustained and extended. The report also noted the need for more focus on assessment, planning and evaluation, reconsideration of the transition to school programme, strengthening links between the strategic and annual plans and internal evaluation of the service. All of these developments are being addressed.

The centre is overseen by the Governance Committee for the Glenfield Community Centre and its manager. The centre has a centre manager and a head teacher to lead the qualified teaching team. One teacher with no qualifications completes the team.

### The Review Findings

Children and their families are warmly welcomed individually by teachers when they arrive. This personalised recognition promotes a sense of belonging and wellbeing that is evident in children's pleasure at being in the centre. They settle quickly to play, recognising friends and working together. Teachers pay particular attention to the youngest children and those with additional needs in settling them into their day.

Children make independent decisions and are highly engaged in play and learning. The programme is responsive to their interests and stages of development. Children are ably supported by teachers who engage them in meaningful conversations and prompt their thinking. Children demonstrate a strong sense of trust that their needs will be met.

Teachers provide a programme that holistically supports learning. The learning environment has been well planned to provide challenge and places for children to play, relax and be active. Teachers actively promote safety, and children's kindness towards each other.

Children come from many different cultures and some speak more than one language. Teachers have established a respectful, caring atmosphere in the centre that is inclusive and supportive. Some of the teachers share children's cultural backgrounds and can communicate in their home languages. Meaningful cultural celebrations, recognition of children's home practices and the use of words in a variety of languages means that children experience having their language, identity and culture recognised and respected.

Teachers have a strong focus on improving their use and understanding of te reo and tikanga Māori. They include te reo incidentally in conversations with children and sing together at mat times. Books include some in te reo Māori and with Māori themes that promote te ao Māori. Children demonstrate a good understanding of te reo Māori and tikanga expectations. Teachers support each other in their learning about strengthening this aspect of practice.

Teachers make deliberate efforts to include parents in decision-making about the curriculum for children. They have regular individual meetings with parents to provide opportunities to share children's progress and to set aspirations for the immediate future. Partnerships with parents have moved past just relationships, to closer links with each child and their families. Teachers' assessment processes are recorded in portfolios and demonstrate children's learning for parents.

Teachers meet early each day to discuss the programme, and what they know about children attending that day. They meet again after the session to unpack the learning that has happened and to consider the outcomes for children. Teachers also meet weekly with the Community Centre manager to share their thinking about their own practices. These frequent opportunities to share their work has created a tight, collaborative team. Teachers share understanding and values that are embedded in their work with children.

The restructure of the Community Centre, the appointment of a new Centre manager and regular meetings with the Governance Group for the Centre has had a positive impact on the centre. Teachers' contribution in providing for the community has been recognised and valued. They now receive support towards providing positive outcomes for children and families from the Governance committee.

## **Key Next Steps**

ERO identified the key next steps in collaboration with the managers. These next steps are to:

- rationalise policies and update procedures to ensure all current legal requirements are being met
- align appraisal processes to Teaching Council expectations
- develop continuity in portfolios to more clearly demonstrate children's progress over time.

## Management Assurance on Legal Requirements

Before the review, the staff and management of Glenfield Early Learning Centre completed an *ERO Centre Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- curriculum
- premises and facilities
- health and safety practices
- governance, management and administration.

During the review, ERO looked at the service's systems for managing the following areas that have a potentially high impact on children's wellbeing:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; hygiene; excursion policies and procedures)
- suitable staffing (including qualification levels; police vetting; teacher registration; ratios)
- evacuation procedures and practices for fire and earthquake.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.



Steve Tanner  
Director Review and Improvement Services Northern  
Northern Region

28 August 2019

## The Purpose of ERO Reports

The Education Review Office (ERO) is the government department that, as part of its work, reviews early childhood services throughout Aotearoa New Zealand. ERO's reports provide information for parents and communities about each service's strengths and next steps for development. ERO's bicultural evaluation framework Ngā Pou Here is described in [SECTION 3](#) of this report. Early childhood services are partners in the review process and are expected to make use of the review findings to enhance children's wellbeing and learning.

## 2 Information about the Early Childhood Service

Location	Glenfield, Auckland		
Ministry of Education profile number	20058		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	30 children, including up to 8 aged under 2		
Service roll	40		
Gender composition	Boys 22 Girls 18		
Ethnic composition	Māori	7	
	NZ European/Pākehā	13	
	Filipino	8	
	Chinese	4	
	other Southeast Asian	5	
	other ethnic groups	3	
Percentage of qualified teachers	80% +		
Reported ratios of staff to children	Under 2	1:5	Meets minimum requirements
	Over 2	1:8	Better than minimum requirements
Review team on site	July 2019		
Date of this report	28 August 2019		
Most recent ERO report(s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review	February 2016	
	Education Review	November 2012	
	Education Review	October 2009	

### 3 General Information about Early Childhood Reviews

#### ERO's Evaluation Framework

ERO's overarching question for an early childhood education review is 'How well placed is this service to promote positive learning outcomes for children?' ERO focuses on the following factors as described in the bicultural framework [Ngā Pou Here](#):

*Pou Whakahaere* – how the service determines its vision, philosophy and direction to ensure positive outcomes for children

*Pou Ārahi* – how leadership is enacted to enhance positive outcomes for children

*Mātauranga* – whose knowledge is valued and how the curriculum is designed to achieve positive outcomes for children

*Tikanga whakaako* – how approaches to teaching and learning respond to diversity and support positive outcomes for children.

Within these areas ERO considers the effectiveness of *arotake* – self review and of *whanaungatanga* – partnerships with parents and whānau.

ERO evaluates how well placed a service is to sustain good practice and make ongoing improvements for the benefit of all children at the service.

A focus for the government is that all children, especially priority learners, have an opportunity to benefit from quality early childhood education. ERO will report on how well each service promotes positive outcomes for all children, with a focus on children who are Māori, Pacific, have diverse needs, and are up to the age of two.

For more information about the framework and Ngā Pou Here refer to [ERO's Approach to Review in Early Childhood Services](#).

#### ERO's Overall Judgement

The overall judgement that ERO makes will depend on how well the service promotes positive learning outcomes for children. The categories are:

- Very well placed
- Well placed
- Requires further development
- Not well placed

ERO has developed criteria for each category. These are available on [ERO's website](#).

#### Review Coverage

ERO reviews are tailored to each service's context and performance, within the overarching review framework. The aim is to provide information on aspects that are central to positive outcomes for children and useful to the service.