



**The Brook Kindergarten  
Nelson**

**Confirmed**

**Education Review Report**

# The Brook Kindergarten

## Nelson

2 June 2016

### 1 Evaluation of The Brook Kindergarten

How well placed is The Brook Kindergarten to promote positive learning outcomes for children?

Not well placed	Requires further development	Well placed	<b>Very well placed</b>
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The Brook Kindergarten is very well placed to promote learning outcomes for children.

ERO's findings that support this overall judgement are summarised below.

#### Background

The Brook Kindergarten is one of 19 kindergartens governed and managed by Nelson Tasman Kindergartens. All kindergartens share a common vision and values.

Children from two years old to school age can attend the kindergartens for up to six hours a day during the four kindergarten terms. School holiday programmes operate at three kindergartens. Children enrolled at other kindergartens can also enrol in these programmes.

The association employs qualified early childhood teachers, teacher aides and an administrator in each kindergarten.

Since the 2013 ERO review, the kindergarten has made significant progress to meet the recommendations in the ERO report. Self review and child assessment are now useful and effectively show the depth and complexity of learning and teaching.

This review was part of a cluster of four kindergarten reviews in the Nelson Tasman Kindergartens.

#### The Review Findings

The kindergarten provides a calm, welcoming environment where children are highly focused on their learning. Children are well supported by their teachers to develop their interests, skills, knowledge and abilities.

Relationships among the children, teachers and families are supportive and respectful. Tuakana teina relationships are highly evident between children. Older children willingly help younger children and include them in their play and learning.

Teachers effectively involve families in their children's learning and kindergarten programmes and events. Through strong learning partnerships teachers ensure parents are involved in setting goals for their child's learning and kept well informed about their child's progress and learning outcomes. Teachers maintain strong links between home and centre learning.

Te reo and tikanga Māori are well integrated into the programme. Children know and use te reo Māori. Teachers make effective use of professional development to continue to increase their skills and knowledge in this area of the curriculum. Māori parents also enrich, clarify and extend te reo and tikanga Māori in the programme. The environment reflects the pride the children, teachers and community have in New Zealand's bicultural heritage.

The kindergarten has a very good range of resources that are presented in ways that encourage children to explore, work independently and spend the time that they need to develop their interests, ideas and learning. The programme has a strong emphasis on literacy and numeracy, creativity and physical activity. The outdoor environment is effectively used by children and teachers to help children develop a good range of physical skills and appropriate attitudes towards team and competitive sports.

Transitions into the kindergarten are well established, flexible and focused on the needs of the child and family. Older children are well supported to develop the skills, confidence and knowledge that they will need to successfully transition to school. This includes the sharing of information and reciprocal visits to and from a local school.

Learning is valued and shared. Teachers clearly identify the learning occurring for each child and the ways they use their skills and knowledge of the child and the environment to extend learning and social development.

Teachers work well together to meet the needs of the children and their families. They have high expectations for teaching and learning, and make good use of individual strengths and interests to achieve high quality outcomes for all children.

Self review is well established and used appropriately to improve the programme and learning outcomes for all children.

### **Key Next Steps**

The managers, teachers and ERO agree that a key next step for the kindergarten is to strengthen the connections between child assessment, programme planning and evaluation to more clearly show the impact of learning and teaching on outcomes for children.

### **Nelson Tasman Kindertartens**

Nelson Tasman Kindertartens has a very strong commitment to te ao Māori (the Māori world) and ensuring their Senior Education Advisors (SEAs) and teachers are competent and confident in te reo and tikanga Māori. A kaiārahi Māori successfully works with each kindergarten to increase teachers' knowledge and understanding of te reo and tikanga Māori to ensure Māori children succeed as Māori.

Nelson Tasman Kindertartens provides significant support for diverse learners and their families. Teachers in kindertartens with diverse learners receive considerable extra training and funding to ensure the needs of these children are well met.

Self review is thorough, well understood and effectively used at association level and in most kindertartens.

The CEO and SEAs provide strong professional support to the board and teachers. They work collaboratively and effectively use their skills to support the kindergartens and early childhood education in the wider community.

The skills and knowledge of the CEO and the SEAs are regularly sought by other kindergarten associations and early childhood services. Nelson Tasman Kindergartens is innovative in its approaches and regularly seeks opportunities to be involved in the wider educational and local communities to promote high quality learning outcomes for all children.

Nelson Tasman Kindergartens has a well understood vision and strategic and annual planning systems. There are close links between the association strategic plan, the kindergarten plans, self review, appraisal and professional development. The teachers and families are well supported by association managers and leaders to achieve the objectives of the association strategic plan and to provide high quality learning outcomes for all children.

### **Key Next Steps**

Nelson Tasman Kindergartens leaders have identified and ERO agrees that the next key steps for the organisation include:

- embedding a number of recent Nelson Tasman Kindergartens initiatives. These include board operations, particularly the inclusion of Māori perspectives and concepts, staff appraisal and involvement in Communities of Learning
- strengthening consistency of child assessment, programme planning and evaluation across the kindergartens
- continuing to investigate the role of parent committees within the association structure
- strengthening the induction programme for head teachers and teachers.

### **Management Assurance on Legal Requirements**

Before the review, the staff and management of The Brook Kindergarten 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.

### **Next ERO Review**

#### **When is ERO likely to review the service again?**

The next ERO review of The Brook Kindergarten will be in four years.



Chris Rowe  
Deputy Chief Review Officer Southern (Acting)

2 June 2016

### **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	Nelson	
Ministry of Education profile number	5404	
Licence type	Free Kindergarten	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	44 children, two years and older	
Service roll	49	
Gender composition	Girls 26; Boys 23	
Ethnic composition	Māori	4
	Pākehā	39
	Other ethnicities	6
Percentage of qualified teachers 0-49% 50-79% 80%+ <i>Based on funding rates</i>	80% +	
Reported ratios of staff to children Over 2	1:10	Meets minimum requirements
Review team on site	April 2016	
Date of this report	2 June 2016	
Most recent ERO reports These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review	August 2013
	Education Review	March 2010
	Education Review	October 2006

### 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 the draft methodology for ERO reviews in Home-based Education and Care Services: July 2014*

#### ERO's Overall Judgement and Next Review

The overall judgement that ERO makes and the timing of the next review will depend on how well placed a service is to promote positive learning outcomes for children. The categories are:

- Very well placed – The next ERO review in four years
  - Well placed – The next ERO review in three years
  - Requires further development – The next ERO review within two years
  - Not well placed - The next ERO review in consultation with the Ministry of Education
- 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.