



**Education Review Office**  
Te Tari Arotake Mātauranga

**Kindy Kidz  
Hamilton**

**Confirmed**

**Education Review Report**

# Kindy Kidz

## Hamilton

6 June 2017

### 1 Evaluation of Kindy Kidz

How well placed is Kindy Kidz 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

Kindy Kidz is one of a group of four privately owned education and care services, located in the Queenwood suburb of Hamilton. The centre is licensed for up to 25 children aged from 3 to 5 years. At the time of this review the centre roll was 66 including six Māori children. The centre offers a full-day, morning or afternoon sessions.

The centre philosophy states that it offers a semi-structured programme with a focus on mathematics and literacy for children in a safe, warm, nurturing learning environment. An emphasis is also placed on developing positive, reciprocal relationships with children, parents and whānau.

Kindy Kidz and the neighbouring KindyTweenz centre work very closely together. Children learn and play in two age-based groups and throughout the week, each group alternates between both centres.

The 2014 ERO report identified the need to continue to review and further develop assessment, planning and evaluation, learning dispositions, and the integration of literacy and mathematics into children's play. Good progress has been in all areas. Bicultural assessment is an area that requires further strengthening.

#### The Review Findings

Positive reciprocal relationships with parents, teachers and children is highly evident. Teachers actively support children to overcome challenges and to problem solve. Oral language is fostered by teachers through their effective use of open questioning. Teachers encourage and praise children for their efforts and success in their learning.

The centre supervisor models good teaching practice. She builds teacher capability through encouraging, and challenging teachers to reflect on their practice. Children benefit from teachers working collaboratively in a calm settled learning environment.

Teachers effectively respond to opportunities to engage in and extend children's learning. Boy's interests are enriched and considered within the programme. Teachers are committed to ongoing professional development to strengthen bicultural practices. The use of te reo and Māori concepts

are evident in the programme. Teachers are seeking ways to maintain and promote the language, culture and identity of Māori children.

A newly implemented appraisal system has been introduced to build teacher capability. Teachers use inquiry goals to strengthen their capacity to promote positive outcomes for children. An effective process for internal evaluation is being implemented, and is focused on enhancing learning outcomes for children.

Children experience a curriculum that is responsive to their strengths and interests. A range of activities and resources are planned by teachers to engage them in learning. The curriculum has a strong focus on developing children's knowledge and skills in literacy and numeracy. There are opportunities for children to engage in science, te reo Māori, and technology. The teacher-led, semi-structured programme allows flexibility for children to participate in the planned topics or to follow their own initiated interests. ERO observed children who were highly engaged in their learning.

Children's learning is shared through portfolios and termly progress reports, where learning outcomes are clearly identified. Assessment identifies children's strengths, interests, disposition and skills. A next step is to make visible in portfolios the language, culture and identity of Māori children. Consideration should also be given to making portfolios more accessible and visible, allowing children and their parents to revisit previous learning.

Teachers know children and their families well. Children who require additional support are clearly identified and teachers work in close partnership with parents and external agencies. Teachers are responsive to children's interests, learning, social and emotional needs. Highly inclusive practice supports these children to experience positive learning outcomes.

Transitions within and between the centres are well supported by parents and teachers who work together collaboratively. Children are supported to be confident learners.

Parents and whānau are highly valued as partners in their child's learning. They work alongside teachers contributing to the learning of their child. Parents contribute to the programme using their skills and expertise, and find teachers approachable and welcoming. Children and their families have developed a strong sense of belonging.

There is a clear vision and direction for the centre. The centre owners have collaborated with the teaching teams, and goals have been developed that are regularly monitored by management and the supervisors. There is alignment between the strategic plan, annual plan, philosophy and teachers' professional development. Sound systems and practices are focused on continuous improvement for children and their families.

## **Key Next Steps**

The key next step for Kindy Kidz is to:

- strengthen bicultural assessment practices
- consolidate the appraisal process to include regular monitoring and documented observations, of teaching practice, which includes specific feedback and forward.

## Management Assurance on Legal Requirements

Before the review, the staff and management of Kindy Kidz 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 Kindy Kidz will be in three years.



Lynda Pura-Watson  
Deputy Chief Review Officer Waikato/Bay of Plenty

6 June 2017

## 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	Hamilton		
Ministry of Education profile number	34121		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	25 children, including up to 0 aged under 2		
Service roll	66		
Gender composition	Boys	39	
	Girls	27	
Ethnic composition	Māori		6
	Pākehā		52
	Asian		5
	Other		2
	Tongan		1
Percentage of qualified teachers 0-49%    50-79%    80%+ <i>Based on funding rates</i>	80% +		
Reported ratios of staff to children      Over 2	1:6	Better than minimum requirements	
Review team on site	April 2017		
Date of this report	6 June 2017		
Most recent ERO report(s)	Education Review	February 2014	
These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review	March 2011	
	Education Review	April 2008	

### 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 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.