



EDUCATION REVIEW OFFICE TE TARI AROTAKE MATAURANGA

SUPPLEMENTARY REVIEW REPORT: PORT AHURIRI CHILDREN'S CENTRE

OCTOBER 2005

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1. 1. 1. Background

Introduction

A Supplementary Review is undertaken at the discretion of an Area Manager in the Education Review Office (ERO).

A supplementary review evaluates the extent and effectiveness of actions a centre has taken towards addressing issues specified in a previous education review and/or any additional areas identified since that review.

This supplementary review report was prepared in accordance with standard procedures approved by the Chief Review Officer.

Terms of Reference

This supplementary review is based on an evaluation of the performance of the Port Ahuriri Children's Centre governing body and management in relation to areas identified in the 2004 ERO report or issues identified since that review. The terms of reference for this review are to investigate:

1. 1. • teaching strategies; and
2. 2. • interactions, particularly with adults.

About the Centre

Location	Napier	
Ministry of Education profile number	55051	
Type	All day education and care service	
Number licensed for	Under 2's 21, Over 2's 29	
Roll number	66	
Gender composition	Girls 36, Boys 30	
Ethnic composition	NZ European/Pākehā 47, Māori 16, Other ethnic groups 3	
Review team onsite	August 2005	
Date of this report	3 October 2005	
Previous ERO reports	Education Review 2004	October
	Accountability Review 2000	December
	Assurance Audit	June 1994
	Assurance Audit	March 1993

2. 2. 2. The Education Review Office (ERO) Evaluation

Port Ahuriri Children's Centre is one of two community-based early childhood centres administered by the Napier Community Childcare Trust (the Trust). The October 2004 ERO report identified issues to be addressed under the key areas of teaching strategies and interactions. This report provides an evaluation of the progress made by Trust management and centre personnel in addressing these issues.

An action plan, to address concerns raised in the previous report, has been successfully implemented by the supervisor, educators and Trust members resulting in significant change and progress. Educators have been supported by external facilitators to strengthen the quality of their interactions with children. They have developed a range of strategies such as active listening and open-ended questioning to engage children in conversations, and sustain and develop their emerging interests. Children's potential to learn is enhanced through responsive programmes and the use of effective teaching techniques.

Educators and programmes are increasingly responsive to children's ideas and interests. Children confidently make choices and decisions about the direction of their own play. Educators follow the child's lead, supporting and extending learning within child-centred play.

Educators appropriately foster children's emotional wellbeing through responsive and reciprocal interactions. Consequently, children are affirmed and praised, and develop positive relationships with their peers and adults.

The Trust board and centre staff have proactively developed the quality of education provided at the centre. Good communication and monitoring processes have contributed to the successful implementation of the action plan. Sound processes are in place for the continued strengthening of teaching practice and the review of the centre learning environments. Children benefit from a commitment to improvement.

Future Action

ERO is confident that the service is being managed in the interests of the children. Therefore ERO will review the service again as part of the regular review cycle.

3. 3. 3. Findings

Teaching Strategies

Background

The previous ERO review reported that children's learning opportunities were not always maximised through the consistent use of effective teaching strategies. Since then educators have participated in professional development as part of the implementation of the centre's action plan to address this issue. Development has focussed on improving the range of teaching techniques used.

Areas of progress

3. 3. • Educators have successfully accessed the support of external facilitators to develop an effective range of teaching strategies. They use open-ended questioning techniques to promote sustained dialogue and use active listening strategies. Educators encourage and affirm children's involvement, allowing them

time to problem solve, and respond appropriately to children's cues. They are responsive to children's interests and strengths.

4. 4. • Educators recognise and respond to opportunities to extend children's thinking and learning. Purposeful interventions to support children to reach the next stage of learning are evident. Children's developing ideas are listened to and extended. Consequently, their potential to learn successfully is maximised.
5. 5. • Educators actively maintain journals of their reflections on their own practice to review and improve their teaching. These journals can include observations and critiques of relevant articles they have read. Team building professional development has further encouraged a positive and collaborative approach to their teaching. Educators provide constructive peer feedback to each other about their practice. Children benefit from educators' positive and professional approach.

Areas for further improvement

6. 6. • Educators have successfully developed and enhanced their teaching practice since the previous ERO review. However, they should continue to build on practice by further developing their reflective journals and their supportive team teaching approach. Management should also implement the newly developed performance appraisal system to promote professional growth and further enhance positive educational outcomes for children.

Interactions

Background

In 2004 children sometimes experienced variable interactions with staff. Children's emotional wellbeing was not always appropriately nurtured. As part of the centre's action plan to address issues raised in the previous ERO report, external professional facilitators reviewed the quality of the interactions in each centre area and set goals for staff to improve their practice.

Areas of progress

7. 7. • Educators respect and respond to children's ideas, decisions and choices. They are attuned to identifying and participating in teaching and learning opportunities. Consequently, children increasingly determine the direction of their own play. They initiate play and conversations with adults. Children confidently contribute to the programme.
8. 8. • Children's emotional wellbeing is appropriately nurtured through warm, responsive interactions with educators. They receive affirmation and praise from adults for their work. Children have fun with, and demonstrate a comfortable rapport with educators. Positive relationships are established and maintained.
9. 9. • Language development is fostered through sustained, meaningful conversations between adults and children. Meal times at the centre are occasions

for social interaction with others as well as valuable learning opportunities. Children approach adults to initiate discussions and to include them in their play decisions. They are confident communicators.

Areas for further improvement

10. 10. • Management and educators have actively participated in reviewing the quality of interactions, including teaching strategies throughout 2004 and 2005. Management and staff should also review the quality of the learning environment in the 'toddler' and 'kindy' rooms to ascertain:
 11. 11. • how effectively the layout of the centre facilitates meeting children's varying needs;
 12. 12. • whether the flow of play between areas is easy and undisturbed;
 13. 13. • whether there is adequate provision of quiet work spaces for focussed play; and
 14. 14. • whether resource provision for planning for children's emerging interests is sufficient.

4. 4. 4. Recommendations

ERO recommends that:

1. 1. 4.1 Management and educators continue to strengthen teaching practice and review the centre learning environments to further promote enhanced educational outcomes for children.

5. 5. 5. Future Action

ERO is confident that the service is being managed in the interests of the children. Therefore ERO will review the service again as part of the regular review cycle.

signed]

Diana Anderson
Area Manager
for Chief Review Officer

3 October 2005

3 October 2005

To the Parents and Community of Port Ahuriri Children's Centre

This supplementary review evaluates the quality of education and care received by the children and the performance of the centre's management in relation to specific terms of reference.

The Education Review Office [ERO] evaluation of Port Ahuriri Children's Centre follows.

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An action plan, to address concerns raised in the previous report, has been successfully implemented by the supervisor, educators and Trust members resulting in significant change and progress. Educators have been supported by external facilitators to strengthen the quality of their interactions with children. They have developed a range of strategies such as active listening and open-ended questioning to engage children in conversations, and sustain and develop their emerging interests. Children's potential to learn is enhanced through responsive programmes and the use of effective teaching techniques.

Educators and programmes are increasingly responsive to children's ideas and interests. Children confidently make choices and decisions about the direction of their own play. Educators follow the child's lead, supporting and extending learning within child-centred play.

Educators appropriately foster children's emotional wellbeing through responsive and reciprocal interactions. Consequently, children are affirmed and praised, and develop positive relationships with their peers and adults.

The Trust board and centre staff have proactively developed the quality of education provided at the centre. Good communication and monitoring processes have contributed to the successful implementation of the action plan. Sound processes are in place for the continued strengthening of teaching practice and the review of the centre learning environments. Children benefit from a commitment to improvement.

Future Action

ERO is confident that the service is being managed in the interests of the children. Therefore ERO will review the service again as part of the regular review cycle.

When ERO has reviewed an early childhood centre we encourage management to inform their community of any follow-up action they plan to do. You should talk to the

management or licensee if you have any questions about this evaluation, the full ERO report or their future intentions.

If you would like a copy of the full report, please contact the centre or see the ERO website, <http://www.ero.govt.nz>.

[signed]

Diana Anderson
Area Manager
for Chief Review Officer