

Kiddz Homebased Early Childhood Services Education Review

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1 The Education Review Office (ERO) Evaluation

Confirmed Education Review Report: Kiddz Homebased Early Childhood Education Services Home-based Care Service

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

Kiddz Homebased Early Childhood Education Service has two services that operate in the Christchurch and Westport areas. This report refers to the Christchurch area. The service director/visiting teachers and educators are making ongoing improvements to practices and promoting positive outcomes for children and families.

The service philosophy of fostering positive and respectful relationships is evident in action. Children and families are warmly welcomed by caring and friendly home educators. The director/visiting teachers provide a high level of support to educators to promote children's well-being and learning. Children benefit from settled environments, small group numbers and focused one-to-one learning interactions.

Regular playgroups provide opportunities for group learning and positive social experiences. The director/visiting teacher is skilled at delivering purposeful musical experiences that encourage children's participation and enjoyment of music.

Other positive features of this home-based education and care service are:

- educators who know the children well and have fun with them;
- the unhurried pace of interactions that are respectful and responsive to each child's individual needs and preferences;
- environments that provide a range of real-life learning experiences; and
- a commitment to supporting children with special educational needs.

The director/visiting teachers foster opportunities for educators and children to develop increased understandings of the bicultural heritage of Aotearoa/New Zealand in ways that are meaningful and respectful of the Māori culture.

The director/visiting teachers and ERO agree that the next steps for the service relate to consolidating and building learning and assessment and self-review processes; refining management systems; making wider use of tikanga and te reo Māori; and strengthening relationships with local Māori whānau.

Future Action

ERO is confident that the service is being managed in the interest of the children. Therefore ERO will review the service again within three years.

2 Review Priorities

The Focus of the Review

Before the review, the management of Kiddz Homebased Early Childhood Education Services was invited to consider its priorities for review using guidelines and resources provided by ERO. ERO also used documentation provided by Kiddz Homebased Early Childhood Education Services to contribute to the scope of the review.

The detailed priorities for review were then determined following a discussion between the ERO review team and the management and staff. This discussion focused on existing information held by the service (including self-review information) and the extent to which potential issues for review contributed to positive outcomes for children at Kiddz Homebased Early Childhood Education Services.

All ERO education reviews in early childhood focus on the quality of education. For ERO this includes the quality of:

- the programme provided for children;
- the learning environment; and
- the interactions between children and adults.

ERO's findings in these areas are set out below.

The Quality of Education

Background

The service philosophy is based on the strength of relationships with people, places, things and time. The director/visiting teachers and educators aim to provide home learning environments in which time is flexible and not inhibited by structures and routines. They believe that children need time to communicate, belong, contribute, explore and discover. Te Whāriki, the New Zealand Early Childhood Curriculum informs the service programme.

Areas of strength

Children as learners

Children's ideas and contributions are valued. They have good opportunities to lead their own learning. Educators and visiting teachers are focused on the children and their well-being. They use a variety of strategies to encourage children's participation in a range of learning experiences. Educators and visiting teachers follow children's emerging interests and focus on developing their social skills. Children benefit from the unhurried pace of interactions across the service. Children and educators have fun together. Significant happenings for children are well documented and presented by the educator.

Relationships and interactions

The service philosophy is well reflected in action. Educators know the children well and are very respectful and responsive to their individual needs. They guide and support children's behaviours in positive ways. Educators foster children's attempts to communicate verbally and non-verbally. They consolidate and build on children's language and conversation skills. Celebrations of group and individual children's learning are shared well with parents and whānau. The service is committed to supporting children who have special educational needs.

Learning environment

Children benefit from settled environments where routines are flexible to respond to their interests and preferences. Parents and children are warmly welcomed by friendly and caring educators and visiting teachers. Children's learning experiences are well supported by excursions into the community. These activities include regular playgroup opportunities that provide positive social opportunities for visiting teachers, educators and children. A feature of the playgroup is the way visiting teachers skilfully deliver purposeful musical experiences that encourage children's involvement and enjoyment.

Professional leadership

Educators are well supported by experienced visiting teachers. Visiting teachers have clear expectations and model good practice. They work collaboratively with educators to discuss strategies and ideas that provide successful learning opportunities for children. The visiting teachers lead innovative playgroup experiences that foster group learning. These are well documented and used as a resource for children to revisit and support learning. The service makes good use of external professional development for advice and guidance. The director/visiting teachers and educators demonstrate a commitment towards making ongoing improvement and ensuring positive outcomes for children.

Areas for development and review

Consolidating and building on learning and assessment

The visiting teachers and educators are in the early stages of implementing initiatives for group and individual learning and assessment practices.

Priority should now be given to:

- strengthening links from the playgroup focus to the individual educator environments;
- increasing links to children's individual learning over time;
- building on opportunities for parents and children to contribute to assessment and learning journeys; and
- evaluating the impact of teaching strategies on learning outcomes for children.

The visiting teachers have identified, and ERO agrees, that the next steps for self review are to develop a strategic approach to self review and evaluate the effectiveness of reviews in improving outcomes for children.

Refining management systems

In order to improve current management systems, the director and visiting teachers should develop a process that provides an overview of the operational requirements of the service. This documentation should include:

- communication with educators;
- communication with parents; and
- health and safety.

3 National Evaluation Topic

Overview

ERO provides information about the education system as a whole through its national reports. This information will be used as the basis for long-term and systemic educational improvement.

Partnerships with Whānau of Māori Children in Early Childhood Services

As part of this review, ERO evaluated the extent to which:

- this service understands and values the identity, language and culture of Māori children and their whānau, particularly when the child and whānau transition to the service;
- managers and educators have built relationships with whānau of Māori children; and
- this service works in partnership with whānau of Māori children.

Background

The director, visiting teacher and educators are developing understandings that will support genuine partnerships with Māori whānau. They are beginning to establish ways to promote practices that are meaningful and respectful of the Māori culture.

Areas of strength

The director and visiting teachers have made good use of external professional development to support the educators' understanding and appreciation of the identity, language and culture of Māori children and their whānau.

They have developed a range of purposeful resources to support the educator in facilitating children's learning of Māori ways of knowing and being. ERO observed some good examples of tikanga and te reo Māori being practised by educators and visiting teachers.

Area for development and review

The visiting teachers and educators are in the early stages of implementing initiatives for building on partnerships with Māori whānau. They have identified, and ERO agrees, that the next step is to consolidate and make wider use of tikanga and te reo Māori and to strengthen relationships with local Māori whānau.

4 Management Assurance on Compliance Areas

Overview

Before the review, the management and staff of Kiddz Homebased Early Childhood Education Services completed an ERO Home-Based Care Management Assurance Statement and Self-Audit Checklist. In these documents they attested that they had taken all reasonable steps to meet their legal obligations related to:

- administration;
- health, safety and welfare;
- personnel management; and
- financial and property management.

During the review, ERO checked the following items because they have a potentially high impact on outcomes for children:

- emotional safety (including behaviour management, prevention of bullying and abuse);
- physical safety (including behaviour management, sleeping and supervision practices; accidents and medication; hygiene and routines; travel and excursion policies and procedures);
- staff qualifications and organisation; and
- evacuation procedures and practices for fire and earthquake.

5 Future Action

ERO is confident that the service is being managed in the interest of the children. Therefore ERO will review the service again within three years.

Graham Randell
National Manager Review Services
Southern Region

About the Service

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| Location | Christchurch and Westport |
| Ministry of Education profile number | 65071 |
| Licence type | Home-Based Care |
| Licensed under | Chartered under Education (Home-based Care) Order 1992 |
| Roll number | 23 |
| Gender composition | Girls 13 Boys 10 |
| Ethnic composition | New Zealand European/Pākehā 16 Māori 2 Samoan 2 Other ethnicities 3 |
| Review team onsite | November 2010 |
| Date of this report | 12 April 2011 |
| Previous ERO reports | Education Review September 2007 |

Community Page

12 April 2011

To the Parents and Community of Kiddz Homebased Early Childhood Education Services

These are the findings of the Education Review Office's latest report on Kiddz Homebased Early Childhood Education Service has two services that operate in the Christchurch and Westport areas. This report refers to the Christchurch area. The service director/visiting teachers and educators are making ongoing improvements to practices and promoting positive outcomes for children and families.

The service philosophy of fostering positive and respectful relationships is evident in action. Children and families are warmly welcomed by caring and friendly home educators. The director/visiting teachers provide a high level of support to educators to promote children's well-being and learning. Children benefit from settled environments, small group numbers and focused one-to-one learning interactions.

Regular playgroups provide opportunities for group learning and positive social experiences. The director/visiting teacher is skilled at delivering purposeful musical experiences that encourage children's participation and enjoyment of music.

Other positive features of this home-based education and care service are:

- educators who know the children well and have fun with them;
- the unhurried pace of interactions that are respectful and responsive to each child's individual needs and preferences;
- environments that provide a range of real-life learning experiences; and
- a commitment to supporting children with special educational needs.

The director/visiting teachers foster opportunities for educators and children to develop increased understandings of the bicultural heritage of Aotearoa/New Zealand in ways that are meaningful and respectful of the Māori culture.

The director/visiting teachers and ERO agree that the next steps for the service relate to consolidating and building learning and assessment and self-review processes; refining management systems; making wider use of tikanga and te reo Māori; and strengthening relationships with local Māori whānau.

Future Action

ERO is confident that the service is being managed in the interest of the children. Therefore ERO will review the service again within three years.

When ERO has reviewed an early childhood service we encourage management to inform their community of any follow up action they plan to take. You should talk to the management 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 service or see the ERO website, www.ero.govt.nz.

Graham Randell
National Manager Review Services
Southern Region

GENERAL INFORMATION ABOUT REVIEWS

About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve quality of education for children in early childhood services; and
- provide information to parents, communities and the Government.

Reviews are intended to focus on outcomes for children and build on each service's self review.

Review Focus

ERO's framework for reviewing and reporting is based on four review strands.

- **Quality of Education** – including the quality of the programme provided for children, the quality of the learning environment and the quality of the interactions between staff and children and how these impact on outcomes for children.
- **Additional Review Priorities** – other aspects of the operation of a service, may be included in the review. ERO will not include this strand in all reviews.
- **National Evaluation Topics** – This strand contribute to the development of education policies and their effective implementation. The information from this strand is aggregated

by ERO for its national evaluation reports. Topics for investigation are changed regularly to provide up-to-date information.

- Compliance with Legal Requirements – assurance that this service has taken all reasonable steps to meet legal requirements.

Review Coverage

ERO reviews do not cover every aspect of service performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to positive outcomes for children and useful to this service.

Review Recommendations

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does not necessarily mean that a service is performing poorly in relation to that issue. There is no direct link between the number of recommendations in this report and the overall performance of this service.