



**Education Review Office**  
Te Tari Arotake Mātauranga

**Maheno Kindergarten  
Maheno**

**Confirmed**

**Education Review Report**

# Maheno Kindergarten

## Maheno

22 May 2018

### 1 Evaluation of Maheno Kindergarten

How well placed is Maheno Kindergarten 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

Maheno Kindergarten is one of five kindergartens in the Oamaru Kindergarten Association (OKA). It is located in the rural township of Maheno in the premises of the former playcentre. It provides education and care for up to 23 children from two years of age, for up to six hours each weekday. Close to 40 children attend on different days over the week. Many families travel from nearby settlements and from farms some distance away.

The head teacher and teacher share the leadership and teaching roles in the kindergarten. They are supported by a teacher aide in training for an early childhood qualification. An external Education Services Manager (ESM) supports professional practice in the team. The OKA oversees the governance and management of the kindergarten.

The kindergarten has been open for two years. This is its first ERO review.

This review was part of a cluster of five reviews in the Oamaru Kindergarten Association (OKA).

#### The Review Findings

Capable leadership, a broad and interesting curriculum, and strong partnerships with the community and whānau are significant features that promote positive outcomes for children at Maheno Kindergarten.

A well-considered philosophy guides the programme and is highly evident in kindergarten practices. Teachers and whānau want their children to:

- be risk takers
- be creative and independent
- explore and be capable
- have a strong sense of identity, belonging and security.

Teachers foster these qualities well by providing a broad, interesting and localised curriculum with clear priorities for learning. Current programme priorities are:

- supporting children to be socially competent
- providing a rich and challenging programme for the many two year olds currently enrolled
- integrating the concepts of ako and tuakana-teina
- sustainability through recycling, gardening and caring for the environment.

Teachers provide many experiences that directly link to the kindergarten priorities. A next step for teachers is to make stronger links to these in group and individual planning and then evaluate how well these priorities and teaching strategies support all children in their learning.

Māori perspectives are well integrated into the kindergarten programme and practices. Children learn and use simple mihimihi, te reo Māori and waiata. Teachers are seeking ways to deepen their culturally responsive practice, including finding ways to know the cultural aspirations of whānau. These practices are enabling Māori children to be actively engaged in their learning and to know their language and culture are valued within the kindergarten.

Teachers have positive relationships with children and their whānau. They are deepening the learning partnerships with parents and trying new ways to meaningfully collaborate with them to plan for, and share information, about their children's learning. The kindergarten receives strong support from the local community.

Children's learning is supported by the skilled ways that teachers work alongside them. Teachers foster children's interests and encourage them to explore their ideas and build on these in complex ways. They ensure that children have time to revisit and deepen their learning. They quickly identify children needing additional support with their learning and make good use of external agencies and OKA resources to ensure children's needs are appropriately met.

The head teacher, teacher and teacher aide are a collaborative team and work well together. Through a process of ongoing critical reflection, they have developed useful systems for group and individual planning. The next step is to embed and continue to refine these systems, ensuring that the intended learning for children is clearly stated and evaluated.

The team makes ongoing improvements to the programme and practices through a process of internal evaluation. An updated process for internal evaluation is being implemented with the support of the ESM. This needs to be embedded and aspects of the process refined. This includes, narrowing the scope of the evaluation and developing clearer and more measurable indicators of best practice.

The OKA effectively supports the kindergarten. It provides a useful strategic and operational framework for the kindergarten's management. There is strong alignment from the OKA strategic priorities, to the kindergarten priorities and plans. The OKA is committed to equity for all children, providing targeted resources to enable participation and inclusion of all children and their whānau. The OKA board is well informed about how well each kindergarten is progressing and contributing to the strategic direction.

The OKA strongly supports ongoing improvement across its kindergartens. It has effective evaluation and assurance practices that inform change and development. The OKA also supports its kindergartens to have constructive partnerships with other agencies and providers. Teacher capability across the OKA is being strengthened through an improved appraisal system.

### **Key Next Steps**

The key next steps for the team are to continue to:

- strengthen aspects of planning, assessment and evaluation for groups and individual children
- refine and embed internal-evaluation practices.

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

Before the review, the staff and management of Maheno 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 Maheno Kindergarten will be in three years.



Dr Lesley Patterson  
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Te Waipounamu - Southern Region

22 May 2018

## 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	Maheno		
Ministry of Education profile number	47021		
Licence type	Free Kindergarten		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	23 children, aged over 2		
Service roll	40		
Gender composition	Boys: 21 Girls: 19		
Ethnic composition	Māori	7	
	Pākehā	28	
	Pacific	1	
	Other	4	
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 2018		
Date of this report	22 May 2018		
Most recent ERO reports These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	No previous ERO reports		

### 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.