



Education Review Office
Te Tari Arotake Mātauranga

Blockhouse Bay Baptist Kindergarten
Blockhouse Bay, Auckland

Confirmed

Education Review Report

Blockhouse Bay Baptist Kindergarten

Blockhouse Bay, Auckland

30 July 2018

1 Evaluation of Blockhouse Bay Baptist Kindergarten

How well placed is Blockhouse Bay Baptist Kindergarten to promote positive learning outcomes for children?

Not well placed	Requires further development	Well placed	Very well placed
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ERO's findings that support this overall judgement are summarised below.

Background

Blockhouse Bay Baptist Kindergarten, located in Auckland is a community-based early childhood centre licensed for 30 children aged over two years to five years old. The well-established centre is founded on Christian values and beliefs and offers full-day as well as sessional options. Children attending the centre are reflective of the diverse and multicultural groups in the local community.

The centre is a non-profit community based organisation. It is operated by a management board of trustees. The board meets regularly, maintains the facility and contributes to the strategic direction. The head teacher leads a team of dedicated and well qualified early childhood teachers.

The centre philosophy underpins all developments and practices in the centre. Children are encouraged to become explorers of their own knowledge and manage their own learning. Partnerships with parents are valued.

The very good practices identified in the 2014 ERO report are well embedded. The highly effective teaching and learning environment noted at that time continues to be evident. Centre leaders have been highly responsive to areas identified by ERO for ongoing development

The Review Findings

The clear vision and aspirations of the head teacher for high quality early childhood education are reflected in the centre management and the outcomes for the children. Children are at the heart of the centre. Parents, whānau and children are warmly welcomed. The inclusive and very well resourced centre creates an environment that is nurturing and promotes a strong sense of belonging and wellbeing for children.

Children are supported to be friendly, articulate and inquisitive learners. They make independent choices and freely access a wide range of play activities. Children play well alongside each other and enthusiastically join in group learning activities. They concentrate well and as a result enjoy long periods of sustained play. The calm, unhurried pace of the programme allows time for them to explore and make independent choices. Children respond well to the expectations and culture of the centre.

Children are viewed as capable, confident learners. The inquiry-based programme promotes opportunities for children to extend their thinking, curiosity and creativity. Children contribute to and evaluate their own learning. Teachers skilfully facilitate opportunities that challenge children's understandings, extend their vocabulary and support complexity in their play. Opportunities for literacy, numeracy and science are naturally woven into the day's programme.

Te Whāriki, the early childhood curriculum, underpins learning. Children's individual progress is evaluated regularly and documented through good quality portfolios. Parents value the opportunity these portfolios provide to share their children's learning journey with wider whānau. Teachers have a sound understanding of parents' aspirations, values and insights into children's strengths and needs. Teachers work collaboratively with parents to respond to children's learning needs. Parents speak highly of the education opportunities available to their children. Transitions within the centre and to school are well managed.

A strong commitment to biculturalism is evident in the environment and through centre practices. Te reo and tikanga Māori are woven through the programme. Teachers confidently use te reo Māori in waiata and wall displays. Children's cultures and their backgrounds are respected. Teachers could enhance the visibility of children's home languages and cultures in portfolios.

Centre leaders and teachers use high quality evaluation processes to support continual improvement. Teachers are supported to be reflective practitioners. Robust induction and appraisal programmes promote teacher inquiry, and establish expectations for high quality teaching. A mentor supports the team to critique their practice, and consider ways to enhance learning outcomes for children. Professional learning extends teachers' practice and capability.

Effective governance guides centre operations. Strong strategic and annual planning supports the centre's sustainability. Trusting relationships have been established between the centre leaders and the board of trustees. Comprehensive policies and procedures, and clear systems guide professional practice. The philosophy is reviewed annually. During the next review of the philosophy, it would be timely to ensure that it affirms the effective bicultural practice that is evident in the centre.

Key Next Steps

Centre leaders agree that the key next steps include:

- promoting opportunities to visually reflect each child's culture, language and identity in their portfolios
- using internal evaluation to sustain high expectations and best practice.

Management Assurance on Legal Requirements

Before the review, the staff and management of Blockhouse Bay Baptist 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 Blockhouse Bay Baptist Kindergarten will be in four years.



Julie Foley
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Te Tai Raki - Northern Region

30 July 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	Blockhouse Bay, Auckland	
Ministry of Education profile number	20021	
Licence type	Education & Care Service	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	30 children over 2 years of age	
Service roll	49	
Gender composition	Girls 29 Boys 20	
Ethnic composition	Māori Pākehā Chinese Pacific other	1 22 13 4 9
Percentage of qualified teachers	80% +	
Reported ratios of staff to children	Over 2 1:7	Better than minimum requirements
Review team on site	July 2018	
Date of this report	30 July 2018	
Most recent ERO report(s)	Education Review	March 2014
These are available at www.ero.govt.nz	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.