



Riverside Educare Ltd
Wanaka

Confirmed

Education Review Report

Riverside Educare Ltd
Wanaka
10 February 2015

1 Evaluation of Riverside Educare Ltd

How well placed is Riverside Educare Ltd 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

Riverside Educare is a privately-owned service located within the new Albert Town Riverside housing development near Wanaka. The centre has been open for 5 years and provides education and care for children from birth to school age. The centre is divided into three rooms with easy access to a large outdoor area. The centre manager/owner and her team aim to provide a high quality learning environment with meaningful relationships at the heart of what they do.

Since ERO visited the centre in 2011 the leadership team has worked hard with the teachers to strengthen their positive team culture. They have reviewed a number of important aspects of the service and continue to make improvements to the programme and to teaching practice.

The Review Findings

The centre manager, staff and teachers are committed to promoting children's learning, development and wellbeing. They work well together to build positive relationships with children and their families. The teachers gather information from children and parents to support them in providing activities and experiences relevant to each child's interests and development. Children with unique abilities and needs benefit from the inclusive atmosphere and the extra support they receive from teachers and outside agencies as appropriate.

Children learn and play in an attractive environment that is well resourced with good-quality equipment. They settle well and confidently pursue activities of interest. Children are focused on learning. They set themselves challenges which they are motivated to achieve. Children work with purpose alone or in groups, independently or with teachers. Many children have strong connections with friends and they relate to teachers as friends in a similar way.

Other features of the service that have a positive impact on children's learning include the:

- high quality of care and support for infants in the calm, relaxed infant room
- opportunity teachers have to use and share their unique strengths and skills
- regular, open communication occurring between teachers and with parents
- effective management of transitions into, within, and out of the centre.

The three head teachers and centre manager are focused on improvement. Self review supports the general development of the service and has been particularly effective in building effective teaching practice.

The systems used to assess children's learning and to plan how learning can be extended have been reviewed and continue to develop. The same applies to bicultural practices. The teachers are committed to building their own and children's familiarity with the Māori culture and te reo Māori.

Key Next Steps

ERO agrees with the centre manager that she needs to further develop the strategic plan. The service's priorities are currently expressed through a vision, a mission statement, a set of principles, the centre philosophy, intended outcomes and six priorities for learning. These need to be simplified, then action plans developed to show how these aspirations will be achieved over time.

The centre manager and leadership team also need to plan the further development of:

- programme planning, implementation and evaluation
- bicultural practices.

Self review has led to positive changes in centre practice. The next step is to focus on evaluating the impact of these changes on children's learning. It would also be useful to develop the review schedule to ensure key aspects of the operation are reviewed regularly over time. The schedule needs to include leadership, quality of interactions and the impact of teaching and learning practices on priority learners.

Management Assurance on Legal Requirements

Before the review, the staff and management of Riverside Educare Ltd 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.


Compliance

At the time of the on-site stage of this review some non-teaching staff had not been police vetted and there was no process in place to ensure police vets would be renewed every three years. This issue has been addressed.

Next ERO Review

When is ERO likely to review the service again?

The next ERO review of Riverside Educare Ltd will be in three years.



Graham Randell
Deputy Chief Review Officer-Southern

10 February 2015

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	Wanaka		
Ministry of Education profile number	45299		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	65 children, including up to 25 aged under 2		
Service roll	117		
Gender composition	Girls: 59 Boys: 58		
Ethnic composition	Māori	19	
	NZ European/Pākehā	93	
	Other	5	
Percentage of qualified teachers 0-49% 50-79% 80%+ <i>Based on funding rates</i>	80% +		
Reported ratios of staff to children	Under 2	1:3	Better than minimum requirements
	Over 2	1:6	Better than minimum requirements
Review team on site	December 2014		
Date of this report	10 February 2015		
Most recent ERO report(s)	Education Review	November 2011	
These are available at www.ero.govt.nz			

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.