



**Education Review Office**  
Te Tari Arotake Mātauranga

**Little Rock Preschool**  
**Brighton, Otago**

**Confirmed**

**Education Review Report**

**Little Rock Preschool  
Brighton, Otago  
21 February 2018**

**1 Evaluation of Little Rock Preschool**

**How well placed is Little Rock Preschool 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**

Little Rock Preschool is a new privately-owned early learning service with a Christian special character. The service opened in 2015 in a building on the site of Big Rock Primary School. It is licensed to provide education and care for 30 children, including up to 10 under the age of two. All children learn in a mixed-age environment. Sessions are all-day.

The preschool's philosophy states that it aims to support children to develop positive, reciprocal relationships and a sense of wellbeing and belonging, as well as becoming confident, competent learners. It aims to do this through modelling and promoting the service's Christian values of peace, love, kindness, respect and helping others.

The service is led by a centre manager with support from the service owners and an assistant head teacher. The service is staffed by a mix of experienced and beginning teachers.

The owners and manager acknowledge that their focus in the last few years has been on setting up systems and practices, establishing stable staffing and viable enrolment levels, and developing the preschool learning environment. They are now ready to build on these foundations through clearer strategic planning and ongoing evaluation and improvement.

**The Review Findings**

Children's interests, dispositions and learning needs are effectively identified and responded to. Teachers communicate closely with children's families and whānau about children's needs and preferences. They plan purposefully to meet children's needs and assess and monitor their progress and learning. Specific strategies to support those children with additional needs are carefully constructed and regularly reviewed with relevant specialists and children's families.

Children and their families' culture, identity and language are valued and incorporated in children's learning and care. New Zealand's bicultural heritage is evident in the programme and practices. Children regularly hear and use te reo Māori. The service's Christian character and values are also evident in practice.

Children are well supported to develop confidence in communicating and relating to others. Teachers have supported these outcomes through the development of shared understandings of positive guidance for children's behaviour, and explicit modelling of children's social skills. Early literacy and creative expression are promoted through a strong focus on sharing stories and performing arts.

Children have regular opportunities to interact with children and teachers from the neighbouring school. Teachers from the school and service work closely together to support children's transitions to school.

Teachers are collaborating effectively to evaluate aspects of the service's operation and curriculum. They are actively inquiring into effective teaching practice and developing the ability to critically reflect on the impact of their teaching practices.

Service leadership is effective in developing the conditions that support quality care and education. Over the past two years the centre manager has been strongly focused on putting in place systems and processes to support the sustainability of the service. These have included:

- developing a strategic framework to identify priorities for development
- leading and modelling effective internal evaluation
- strengthening teacher appraisal processes and supporting teacher development
- promoting culturally responsive practices
- building a collaborative culture focused on professional practice and positive outcomes for children.

### **Key Next Steps**

Owners, leaders and ERO agree that the next steps to develop and sustain this service's capability to promote positive outcomes for children are to:

- use the recently developed strategic framework (plan, vision and philosophy) to guide planned internal evaluation
- continue to provide high quality pedagogical leadership for teachers
- improve reporting to the owners on how well the service is meeting its requirements and enacting its vision and philosophy.

To continue to improve the quality of teaching and learning, the next steps are to:

- build teachers' curriculum/subject knowledge to support a broad and rich curriculum that provides meaningful opportunities for children to extend their thinking and learning
- ensure the learning environment is well resourced and used purposefully to support a broad curriculum
- ensure internal evaluation identifies how well programmes and the learning environment are meeting the needs of children of different ages.

## Management Assurance on Legal Requirements

Before the review, the staff and management of Little Rock Preschool 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 Little Rock Preschool will be in three years.



Dr Lesley Patterson  
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Te Waipounamu - Southern Region

21 February 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	Brighton, Otago		
Ministry of Education profile number	46788		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	30 children, including up to 10 aged under 2		
Service roll	31		
Gender composition	Girls: 17 Boys: 14		
Ethnic composition	Māori	6	
	Pākehā	25	
Percentage of qualified teachers	80% +		
0-49%   50-79%   80%+			
<i>Based on funding rates</i>			
Reported ratios of staff to children	Under 2	1:5	Meets minimum requirements
	Over 2	1:10	Meets minimum requirements
Review team on site	December 2017		
Date of this report	21 February 2018		
Most recent ERO report(s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	No previous 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.