

# Frankton Kindergarten Education Review

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## Disclaimer

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# 1 The Education Review Office (ERO) Evaluation

## Confirmed Education Review Report: Frankton Kindergarten

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

Frankton Kindergarten is one of six kindergartens administered by the Central Otago Kindergarten Association (COKA). The manager of the association is the licensee. A senior teacher has responsibility for supporting teachers. Frankton Kindergarten currently provides daily morning sessions and afternoon sessions three times a week. Parents run a playgroup on Wednesday afternoons. Changes in the license over recent years have led to an increase in the number of teachers working at the kindergarten. Teachers are considering further changes in the hours and structure of the service they provide.

Children learn and develop in an environment where they have access to a wide range of good quality resources and equipment. ERO observed children enjoying a variety of activities and experiences that enabled them to explore and experiment. The teachers have prioritised literacy and mathematics and integrate these into daily activities. Another priority for teachers is to continually build their own and the children's familiarity with New Zealand's bicultural heritage. The children enthusiastically participate in music and movement sessions where they learn waiata and te reo Māori.

The teachers are experienced practitioners. They regularly reflect on their practice and ensure the programme supports children's interests. Further development of programme planning and evaluation should add further depth and complexity to the learning programme. Teachers need to develop systems to ensure that they recognise the learning needs of all children and can show how they provide regular opportunities for learning to be extended.

In the 2008 report, ERO recommended that teachers seek external support to improve assessment practices and self review. Although other recommendations from that report have been implemented and teachers have had professional development to improve practice in assessment and self review, these areas need further development. The next step is for teachers to formalise assessment and improve the focus on learning. This is particularly important for the afternoon programme.

## Future Action

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

## 2 Review Priorities

### The Focus of the Review

Before the review, the management of Frankton Kindergarten was invited to consider its priorities for review using guidelines and resources provided by ERO. ERO also used documentation provided by the centre 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 centre (including self-review information) and the extent to which potential issues for review contributed to positive outcomes for children at Frankton Kindergarten.

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

#### Areas of strength

Children benefit from an attractive and stimulating environment. The resources are of good quality and children have a wide range of choice. They can choose to explore the resources or participate in activities and experiences provided by the teachers to build on their interests. The environment reflects New Zealand's bicultural heritage and children enthusiastically participate in a good range of waiata and action songs that contribute to their learning of te reo Māori. Children were especially well engaged during the morning programme.

Positive features apparent in the morning programme include:

- the good relationships teachers have with families;
- how children confidently explore, experiment, and practise their skills, and often engaged in sustained play, independent of teachers;
- the child-to-child interactions where children were seen negotiating and collaborating with a shared purpose;

- the well-established routines and expectations for behaviour that the children knew well;
- the purposeful group times;
- children's interest, enjoyment and enthusiasm for te reo Māori/waiata/and action songs;
- the good teacher-child interactions; and
- the evidence in documentation that teachers reflect on learning and discuss aspects of their practice.

Other features of the kindergarten that contribute to children's learning, development and wellbeing include:

- the numerous opportunities for literacy and mathematics learning;
- the focus on healthy living and the programmes teachers provide to support children to develop their physical skills;
- the way teachers support and promote observed interests;
- the profile books that provide an attractive collection of stories about the children's time at the kindergarten and their progress and development; and
- the numerous ways teachers aim to inform families about the relevance and importance of what they do.

### Areas for development and review

#### The afternoon programme

Children may benefit from the review and development of the afternoon programme.

Teachers told ERO that at the time of the review there was a number of new children settling into the afternoon programme, including children from culturally diverse backgrounds. ERO recommends that teachers develop a more systematic approach to building families' sense of inclusion and belonging in the kindergarten community. Teachers could now apply features of the morning session to the afternoon session. This includes reviewing how well the programme and environment build on each child's learning through their interests, abilities and cultural backgrounds.

#### Programme development

Since 2008, teachers have made some good progress developing aspects of their learning and teaching practice. Assessment and self review, however, continue to be areas for improvement and development. Teachers need to develop systems to ensure all children are regularly assessed and programmes for extending learning are implemented and evaluated regularly.

#### Self review

Teachers need to further develop their understanding of self review and implement effective self-review processes and practices. This includes developing a schedule for reviews that includes all factors that impact on children, including policy and procedure reviews.

## 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.

### Promoting Children's Social and Emotional Competence

As children learn to make sense of their world they develop an understanding of themselves in social contexts, including the early childhood service. As part of this review ERO looked at how each service's curriculum supports children's developing social and emotional competence.

The findings are reported in the Quality of Education section of this report and used as part of a national evaluation report on this topic.

## 4 Management Assurance on Legal Requirements

Before the review, the staff of Frankton Kindergarten completed an ERO Centre Assurance Statement and Self-Audit Checklist. In these documents they have attested that they have 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 looked at the service's documentation, including policies, procedures and records of recent use of procedures. ERO also checked elements of the following areas that 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 Recommendations

ERO and the centre managers agree that teachers:

5.1 improve assessment, programme planning and evaluation, and their understanding and implementation of self review.

## 6 Future Action

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

Graham Randell  
National Manager Review Services  
Southern Region

## About the Centre

Location	Queenstown
Ministry of Education profile number	5642
Type	Kindergarten
Licensed under	Licensed under Education (Early Childhood Centres) Regulations 1998
Number licensed for	45 children over 2
Roll number	85
Gender composition	Boys 45 Girls 41
Ethnic composition	NZ European/Pākehā 65 Māori 3 Asian 6 Pacific 1 Other 5
Review team on site	November 2010
Date of this report	11 February 2011
Previous three ERO reports	Education Review February 2008 August 2004 Accountability Review November 2000

## Community Page

11 February 2011

To the Parents and Community of Frankton Kindergarten

These are the findings of the Education Review Office's latest report on Frankton Kindergarten.

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In the 2008 report, ERO recommended that teachers seek external support to improve assessment practices and self review. Although other recommendations from that report have been implemented and teachers have had professional development to improve practice in assessment and self review, these areas need further development. The next step is for teachers to formalise assessment and improve the focus on learning. This is particularly important for the afternoon programme.

### Future Action

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When ERO has reviewed an early childhood centre we encourage management to inform their community of any follow up action they plan to take. You should talk to the management or contact person 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 centre or see the ERO website, <http://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 centres; and
- provide information to parents, communities and the Government.

Reviews are intended to focus on outcomes for children and build on each centre'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 centre, may be included in the review. ERO will not include this strand in all reviews.
- National Evaluation Topics – This strand contributes 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 centre has taken all reasonable steps to meet legal requirements.

### Review Coverage

ERO reviews do not cover every aspect of centre 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 centre.

### Review Recommendations

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does not necessarily mean that a centre 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 centre.