

**Aratupu Preschool and Nursery  
Christchurch**

**Confirmed**

**Education Review Report**

# Aratupu Preschool and Nursery

## Christchurch

12 June 2020

### 1 Evaluation of Aratupu Preschool and Nursery

How well placed is Aratupu Preschool and Nursery 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

Aratupu Preschool and Nursery is located in Papanui. It is governed and managed by the Christchurch Methodist Central Mission which has the vision of a 'socially just and inclusive society in which all people flourish'. The centre's philosophy includes the concepts of whanaungatanga - authentic relationships, manaakitanga - welcoming and supportive environment, te mahi o te tamaiti - giving children time and space to play and explore, and literacy of life - social and emotional confidence and security.

The centre serves a diverse community. Whānau attend from the local area and wider Christchurch. It is a community hub that is particularly focused on advocating for families with higher social needs. It provides full-day education and care and caters for 38 children, including 8 children aged under two years.

The mission and centre staff are focussed on supporting the participation of tamariki and whānau in centre programmes. They provide additional funding to meet specific requirements, including a fulltime whānau support worker who is based at the centre to support an holistic approach to the wellbeing of children and their families.

All teachers, including the manager, are qualified early childhood teachers. The leaders and teachers are actively involved in the Waimairi-iri Kāhui Ako | Community of Learning.

Since the January 2017 ERO review, there have been significant changes to the leadership roles and responsibilities of the management team. There is a new centre manager and a practice leader who oversee the operation and practice of the service. A divisional manager supports the growth and development of the leadership team.

The service has made some progress in the next steps identified in the 2017 ERO review. They have engaged in professional development to strengthen their knowledge and understanding of internal evaluation. Considerable work has been undertaken on assessment, planning and evaluation. Leaders and teachers have developed a new appraisal system.

## The Review Findings

Leaders and teachers demonstrate a strong commitment to the centre's philosophy, vision, and values of a socially just and inclusive society. The vision and values are highly evident in practice.

Children choose from a wide range of experiences in a well-resourced programme. Teachers focus appropriately on the individual needs of each child. They respond well to children's interests and strengths, and identify how they can effectively support them and their whānau in the programme. They develop supportive, ongoing partnerships with whānau.

Children benefit from the provision of a rich bicultural curriculum. There is a strong focus on te ao Māori in the learning environment. Teachers naturally incorporate te reo and tikanga Māori into the daily programme. They value Māori children's identities as the foundation for, and key to, success as Māori. All parents and whānau are consulted about aspects of the centre's operation and have opportunities to contribute to key documentation.

The natural outdoor environment provides appropriate physical challenges for children. There is an emphasis on respect and caring for each other and the environment. This includes children's active involvement in caring for the vegetable garden, which provides additional food for the centre, whānau and community.

Children under two years of age benefit from a calm, peaceful, learning environment. Responsive teachers meet their wellbeing needs through an individualised approach to caregiving in the nursery. They are respectful of all children and provide predictable routines.

Children with additional learning needs are well supported. Leaders and teachers provide an inclusive learning environment to ensure that these children participate fully in the programmes, alongside their peers. Leaders and teachers draw on strong connections with a wide range of internal and external agencies to access additional assistance for children and their whānau.

Leaders and teachers are improvement focussed. They use internal evaluation to reflect on and identify areas of practice that can be strengthened and participate in targeted professional development opportunities with a focus on outcomes for children.

## Key Next Steps

Leaders and the ERO team agree that the key next steps are to:

- refine strategic planning to clearly identify key annual priorities, and regularly monitor, evaluate and report on progress in relation to strategic goals
- continue to develop and embed the new assessment, planning and evaluation system and ensure that teaching strategies are identified and evaluated for effectiveness
- strengthen the new appraisal system by developing guidelines for teachers and ensuring that all Teaching Council requirements are met.

## Management Assurance on Legal Requirements

Before the review, the staff and management of Aratupu Preschool and Nursery 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.



Dr Lesley Patterson  
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Southern Region - Te Tai Tini

12 June 2020

## 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	Christchurch		
Ministry of Education profile number	70407		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	38 children, including up to 8 aged under 2		
Service roll	39		
Gender composition	Girls 17 Boys 22		
Ethnic composition	Māori	18	
	NZ European/Pākehā	17	
	Other	4	
Percentage of qualified teachers 0-49% 50-79% 80%+ <i>Based on funding rates</i>	80% +		
Reported ratios of staff to children	Under 2	1:4	Better than minimum requirements
	Over 2	1:10	Meets minimum requirements
Review team on site	January 2020		
Date of this report	12 June 2020		
Most recent ERO reports These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review	January 2017	
	Education Review	August 2013	

### 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

The overall judgement that ERO makes will depend on how well the service promotes positive learning outcomes for children. The categories are:

- Very well placed
- Well placed
- Requires further development
- Not well placed

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.