

**Bishopdale Community Preschool
Christchurch**

Confirmed

Education Review Report

Bishopdale Community Preschool

Christchurch

22 January 2018

1 Evaluation of Bishopdale Community Preschool

How well placed is Bishopdale Community Preschool 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

Bishopdale Community Preschool is a community based centre for children from 0 to 5 years of age. The centre was fully re-licenced in 2016 following a relocation and rebuild as a result of the Christchurch earthquakes.

The centre's philosophy aims to meet the community's needs, respect children's personalities and to provide a curriculum which enhances a child's well-being.

A parent elected committee provides governance and support. The centre manager and head teacher manage the day to day operations of the centre including provision of the curriculum. Most staff are fully qualified and certified early childhood teachers.

Since the 2013 ERO review, the centre has made significant progress in strategic planning and internal evaluation.

The centre is a member of the Waimari-iri Kahui Ako I Community of Learning (CoL).

The Review Findings

Children are purposefully engaged, confident and happy. They experience positive and affirming interactions with their teachers and other children. Teachers respond to children's needs, abilities and interests in meaningful ways. Tuakana teina, within children's learning, play and routines is highly evident.

Children are provided with easy access to individual or group activities to develop their specific areas of interest, through well considered environments. An extensive and well-resourced outdoor area actively encourages exploration, creativity and challenge. Priority learners and children with additional needs are very well provided for.

Well managed, flexible and progressive transitions into, within and beyond the centre are supported by authentic partnerships with families and whānau, external agencies and schools.

Children experience planned and intentional te reo and tikanga Māori within the curriculum. Bi-cultural understandings are highly evident in the environment and teaching practices. Centre staff are committed to affirming and celebrating the cultural identity of each child. Oral language is actively promoted and encouraged.

Infants and toddlers have many opportunities to form close relationships with familiar adults within a calm environment. Routines are flexible, unhurried and valued as learning and relationship building opportunities.

Teachers work collaboratively to provide accessible, equitable and flexible play-based learning opportunities. Programme planning is aligned to Te Whariki, early childhood curriculum and the centre's philosophy. Teaching is strongly informed by inquiry and knowledge building to provide rich and relevant experiences for children.

Strong and effective leadership is providing a culture of continuous improvement. A sound understanding and use of internal evaluation combined with high levels of accountability, is building capability and capacity at all levels. A robust and well implemented performance management system including teaching as inquiry and purposeful feedback, is further strengthening teachers' practice.

A newly developed vision and the strategic goals, guides improvements, planned approaches to change and operations.

Key Next Steps

The centre manager and ERO agree that the key priorities are to:

- continue to strengthen learning partnerships with parents and whānau to take an active role in their children's learning
- review the centre's philosophy to better reflect the centre's desired outcomes for children

Management Assurance on Legal Requirements

Before the review, the staff and management of Bishopdale Community 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 Bishopdale Community Preschool will be in four years.



Dr Lesley Patterson
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Te Waipounamu - Southern Region

22 January 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	Christchurch		
Ministry of Education profile number	70329		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	50 children, including up to 10 aged under 2		
Service roll	70		
Gender composition	Boys 38 Girls 32		
Ethnic composition	Māori	12	
	Pākehā	37	
	Pacific	1	
	Japanese	10	
	Other	10	
Percentage of qualified teachers			
0-49%	50-79%	80%+	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	November 2017		
Date of this report	22 January 2018		
Most recent ERO report(s)	Education Review	April 2013	
These are available at www.ero.govt.nz	Education Review	November 2009	

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.