



**Lakeview Private Kindergarten
Takapuna, Auckland**

Confirmed

Education Review Report

Lakeview Private Kindergarten

Takapuna, Auckland

20 February 2015

1 Evaluation of Lakeview Private Kindergarten

How well placed is Lakeview Private Kindergarten 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

Lakeview Private Kindergarten in Takapuna provides care and education for children from two to five years old in a mixed-aged environment. The centre offers both sessional and full-day care. The centre philosophy was reviewed in 2014 and outlines the centre's vision for teaching and children's learning and development. It places emphasis on helping each child to develop a lifelong passion for learning within an inclusive environment.

In 2012 ERO identified that leadership, child-initiated play, literacy, mathematics and relationships with families were areas of strength in the centre. These positive features have been built upon and continue to be notable features of the service.

Since the previous ERO review in 2012, staffing changes have taken place due to roll growth and internal promotions. A new supervisor and assistant supervisor were appointed in 2014. They have sought external professional development focused on leadership and management as part of strategies for promoting and sustaining good centre performance. New teaching staff were recruited in 2013 and 2014. They work as a collaborative team and have developed very good relationships with parents and families. They have undertaken professional learning and development in the use of information and communication technologies, and have worked with centre leaders to increase their knowledge and understanding of self review, planning and assessment.

The centre environment has also continued to develop. The outdoor play area has been significantly improved to provide more play equipment and greater opportunities for physical challenge and children's exploration. The deck area has been renovated and now provides an additional outdoor play area. The premises have been enlarged to create a large new mat area, an office space for teachers and a new staff room. The new mat area also serves as a sleep room for younger children.

The Review Findings

Children are settled, confident learners who make deliberate choices about their play and use of resources. Many persist at activities for prolonged periods, engaging in problem solving, negotiating with each other and experimenting with new ideas. Children are friendly and interact positively with their peers, often working cooperatively in mixed age groups. They engage in imaginative play and

active movement. Children benefit from a very inclusive environment. They are valued and affirmed by teachers for who they are and what they bring to their learning.

Teachers have respectful and caring relationships with children. They skilfully engage children in play that prompts them to collaborate and investigate ideas. Teachers use strategies that support children's independence and help them to be capable learners who take on new challenges and actively explore their environment.

The centre's programme is responsive to children's emerging interests. Children are offered a wide range of learning experiences. Teachers recognise and value the importance of children learning through play. They provide children with many authentic opportunities to develop good early reading, writing and mathematical skills. Outdoor learning experiences and physical challenge are also key parts of the daily programme.

Teachers are committed to celebrating children's different cultural backgrounds and are working towards ensuring the environment reflects the languages and values of these cultures. Teachers have deepened their understanding of Te Ao Māori and have made good progress in integrating more te reo and tikanga Māori into the programme.

Centre wide planning, assessment and evaluation practices have been strengthened. The supervisor is supporting teachers to document how they are responding to, and building on, children's previous learning experiences. Using portfolios, teachers support children to review, discuss and assess their own learning.

The kindergarten is well led. Centre leaders have high expectations for children's learning. The centre philosophy provides a clear vision, purpose and direction for children's learning; celebrating diversity and building strong partnerships with parents and families. High quality management systems and processes are evident and contribute to increasingly reflective teaching practices. Teachers are provided with leadership opportunities. Systematic and ongoing self review of the curriculum and teaching practices is focused on improving outcomes for children.

Centre leaders work collaboratively with staff to build capability, improve professional practice and enhance outcomes for children. Parents are encouraged to be partners in their child's learning.

Key Next Steps

Centre leaders and ERO agree that the next steps for centre development should include:

- continuing to challenge children's thinking and extend their learning
- continuing to build teachers' evaluative capacity to identify developmental areas for their own professional growth and practice
- increasing staff understanding and ownership of centre strategic and annual plans.

Management Assurance on Legal Requirements

Before the review, the staff and management of Lakeview Private Kindergarten 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 Lakeview Private Kindergarten will be in four years.



Dale Bailey
Deputy Chief Review Officer Northern

20 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	Takapuna, Auckland		
Ministry of Education profile number	20097		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	45 children, including up to 0 aged under 2		
Service roll	90		
Gender composition	Girls	53	
	Boys	37	
Ethnic composition	Māori		3
	NZ European/Pākehā		59
	Chinese		4
	Samoan		4
	Other European		11
	Other Asian		3
	Other		6
Percentage of qualified teachers			
0-49%	50-79%	80%+	
<i>Based on funding rates</i>			80% +
Reported ratios of staff to children	Over 2	1:8	Better than minimum requirements
Review team on site	December 2014		
Date of this report	20 February 2015		
Most recent ERO report(s)	Education Review		March 2012
These are available at www.ero.govt.nz	Education Review		September 2008
	Education Review		August 2005

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.