

Frimley Playhouse Education Review Report

15/03/2010

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

About The Centre

Location	Hastings
Ministry of Education profile number	30177
Type	Education and Care Centre
Number licensed for	41 children, including up to 12 aged under 2
Roll number	41
Gender composition	Girls 21 Boys 20
Ethnic composition	New Zealand European/Pākehā 33, Māori 4,

Other ethnic groups 4

Review team on site	January 2010
Date of this report	15 March 2010
Previous ERO reports	Education Review February 2007 Education Review March 2004

The Education Review Office (ero) Evaluation

Frimley Playhouse provides education and care to children of families from throughout Hawke's Bay. The centre is organised into two separate spaces: one for infants and toddlers; and one for children over the age of two. This ERO review evaluates the quality of education, reports on literacy teaching and learning as part of a national evaluation topic, and on the centre management's assurance on compliance areas. Frimley Playhouse has a positive reporting history with ERO.

Positive, warm and respectful relationships between children and adults contribute to the calm atmosphere in both areas. Older children sustain high interest in activities and share and take turns. They show developing responsibility as they confidently and independently carry out routines and care for resources. They are articulate learners.

Children participate in a programme that is respectful and inclusive of heritage, culture and beliefs of all families. Children's interests guide individual and group activities. Parents are valued partners in their children's education and care. A family atmosphere prevails. Children demonstrate a sense of belonging.

The strengths of teachers are used effectively to implement a diverse programme. Adults bring a rich mix of ethnicity to the centre and willingly share their cultural knowledge with children and their families. Individual portfolios, containing both teacher and parent contributions, provide high quality information that show and support children's development.

Professional development for teachers clearly focuses on improving teaching and learning. Regular curriculum reviews assist staff to make appropriate improvements to programmes and resources, maintain high expectations for their own work and achieve positive outcomes for children.

The next step for the centre staff is specifically targeted training to gain deeper knowledge of the teaching of literacy.

Future Action

ERO is confident that the service is being managed in the interests of the children. Therefore ERO is

likely to review the service again as part of the regular review cycle.

Review Priorities

The Focus of the Review

Before the review, the management of Frimley Playhouse 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 Frimley Playhouse.

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

Background

The centre's philosophy upholds respectful relationships. The staff believe that strong and positive interactions with children and parents result in secure, happy, enthusiastic and positive learners. The centre values individual heritage, culture and beliefs. Four teachers employed are bilingual in either te reo Māori and English, or Cook Island Māori and English.

The previous ERO report identified the centre as providing a positive, inclusive, warm and welcoming environment, that teachers fostered quality relationships with families, and that the children experienced an effective programme developed around their strengths.

Areas of good performance

- The programme

The programme is child-focused. Children's interests, well captured by staff through observation, are the basis of learning and planning of individual and group learning pathways.

Parents are valued partners in their children's education and care. Their regular input through informal discussions and written contact helps teachers make decisions for ongoing learning.

Individual portfolios contain both teacher and parent contributions. These records provide high quality information that shows children's development.

Staff professional learning and development focuses on improving teaching and learning. Self review is child-focused. Regular curriculum reviews assist staff to make appropriate improvements to programmes and resources, maintain high expectations for their own work and achieve positive outcomes for children.

Staff demonstrate a growing awareness of the importance of children's literacy learning as they share their knowledge and experiences with each other and integrate literacy naturally into learning.

Staff team work is a feature of the centre. The strengths of individual adults on the teaching team are used effectively to implement a diverse programme. Adults bring a rich mix of ethnicity to the centre and willingly share their knowledge with children and their families. Children's learning benefits from educators' positive professional approach.

- Interactions

In both learning areas, supportive, warm and respectful relationships between children and adults contribute to a calm, inclusive and atmosphere. Staff interact effectively with parents. Children belong to a stable, family-oriented environment. Children experience a strong sense of belonging. Children show consideration for themselves and others in routines such as hand washing, meal times and handling resources. Children become confident and articulate learners and develop self-responsibility.

- Environment

Teachers' choice of resources is child-interest driven. Thoughtfully used by teachers, resources take into account the ages and stages of children's development as well as cultural considerations.

The natural flow between the outdoor and indoor spaces facilitates ease of children's play. Within an uncluttered environment, children choose activities from a range of interesting and appealing areas and many resources. Extensive curriculum review has resulted in the developed and improved use of the environment and equipment.

The outdoor area contains many natural elements that include gardening, animals and their care, native plants, play areas with safety surfaces, and fence murals. These factors combine to create an atmosphere that promotes child development, gives children experiences of the wider world, and stimulates literacy learning.

Area for improvement

- Ongoing literacy training

Centre staff are planning to participate in professional development in the area of literacy to help deepen the current knowledge and understanding already apparent in their practice. ERO agrees that this is an appropriate next step.

Area Of National Interest

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.

Literacy Teaching and Learning

When children understand, enjoy, engage with, and use language and symbols they are better able to express their individual identity and become active participants in a literate society. As part of this review ERO looked at literacy practices, particularly the opportunities provided for children to develop strong literacy learning foundations.

In this service children's literacy learning opportunities included:

- · listening to and participating in te reo and Cook Island Māori phrases and words which are integral to the programme;
- · developing their oral language skills in their interactions with other children and adults during individual, small and large group activities, meal times, routines and mat time;
- · chanting rhymes and singing songs with rhythmic body movements, such as hand clapping patterns;
- · enjoying stories in a range of styles, through story telling by adults and reading with others;
- · observing teachers writing their name and then repeating the letter name after the teacher;
- · copying and writing letters, making marks and drawing images;
- · sharing their learning story photographs with each other and with adults and describing the events in the picture;
- · learning about other cultures and their significance when studying sand and sea life, native plants, visiting parks and other places; and
- · developing concepts about print and letter sound relationships as they explore books and pictures on their own and with teachers.

Management Assurance On Compliance Areas

Overview

Before the review, the licensee and staff of Frimley Playhouse completed an ERO Centre Management Assurance Statement and Self-Audit Checklist. In these documents they have attested that they had taken all reasonable steps to meet their legislative obligations related to:

- · administration;
- · health, safety and welfare;

- · personnel management;
- · financial and property management.

During the review, ERO checked the following items because they 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.

ERO's investigation did not identify any areas of concern.

Recommendation

ERO and the centre management agreed that:

6.1 staff participation in further focused literacy training will strengthen the extensive practices already in place and deepen teachers' existing knowledge. Further professional development will also assist them in effectively evaluating the impact of literacy programmes on children's learning.

Future Action

ERO is confident that the service is being managed in the interests of the children. Therefore ERO is likely to review the service again as part of the regular review cycle.

Kathleen Atkins
National Manager Review Services

Central Region

15 March 2010

15 March 2010

To the Parents and Community of Frimley Playhouse

These are the findings of the Education Review Office's latest report on Frimley Playhouse.

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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 licensee 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>.

Kathleen Atkins
National Manager Review Services

Central 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.
- Areas of National Interest - information about how Government policies are working in early childhood centres.
- 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.