

**Milford Baptist Kindergarten  
Milford, Auckland**

**Confirmed**

**Education Review Report**

# Milford Baptist Kindergarten

## Milford, Auckland

### 18 August 2014

## 1 Evaluation of Milford Baptist Kindergarten

How well placed is Milford Baptist Kindergarten 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

Milford Baptist Kindergarten is licensed for 58 children over the age of two. The service operates in a new purpose-built building and currently provides sessions to approximately 45 children from about three years to school age. The kindergarten offers 20 free hours a week for all children who are three and four years old. While some children attend for mornings only, most children attend all day.

The kindergarten is part of the outreach ministry of the Milford Baptist Church. Most members of the board of trustees that govern the centre are associated with this Church. The kindergarten supervisor manages day-to-day operations and provides professional leadership for teachers. Administrative tasks are completed by the centre manager.

The centre's philosophy describes an educational programme that is both child-initiated and semi-structured, and that recognises the learning and developmental needs, strengths and interests of individual children. The programme includes Bible stories and Christian teachings. The afternoon Rocket Programme is a semi-formal early literacy and numeracy programme that includes opportunities for children to learn about science and technology. The kindergarten has made a commitment to respect and honour the Treaty of Waitangi.

The 2011 ERO report acknowledged the good relationships between staff and parents. It commented positively on the learning environment and on support teachers gave children to help them learn. It also noted teachers' commitment to providing children with opportunities to understand New Zealand's bicultural heritage and the other cultures of children who attend.

The report suggested that teachers review their planning and assessment practices to better provide programmes that focused in empowering children to follow their interests and make choices about their participation in the programme. This 2014 ERO report also recommends that teachers develop a more child-initiated programme.

### The Review Findings

Children are well cared for and have many opportunities to learn. Teachers respond well to children and encourage them in their play. Children experience a wide range of activities that teachers set out each day.

Children show respect for each other, their environment and resources. Friendships are very evident and children are considerate and look after each other.

Relationships in the centre, and with parents and the church community, are positive and supportive. Teachers work well as a team. Parents enjoy spending time with their children and sometimes contribute to the programme.

The kindergarten staff continue to work effectively in partnership with parents to provide for children. Teachers have reviewed their communication with parents to ensure they are consulted and well informed. Parents often talk with teachers about their children when they are in the centre.

The new kindergarten building provides good support for children's education. It is spacious, light and well ventilated. Children have easy access to the outdoor area. Good use is made of display areas to share children's work and inform parents about the programme.

Teachers have made a clear commitment to the Treaty of Waitangi and to supporting children to learn about Māori culture and language.

Children are busy and engaged. Many of the kindergarten activities foster children's early literacy and numeracy learning. This is especially true of the afternoon Rocket programme, where children work on teacher-initiated activities in age-related groups.

The day-to-day operations of the centre are well managed. There are good health and safety systems in place and effective ways to communicate with staff, parents and trustees.

Self-review processes are developing well and decisions are generally well informed through consultation. Policies are up-to-date and reviewed regularly. Processes for appraising the performance of staff have been recently updated.

### **Key Next Steps**

Teachers could now develop the programme so that it is more child-initiated and less teacher directed. They could consider:

- recording conversations with parents about children's interests at home and use this information, along with teacher observations, to guide programme development
- accessing professional development opportunities that promote teaching practices consistent with children initiating their own play
- setting appraisal goals that encourage teachers to be responsive to children's strengths and interests
- developing more challenging resources and experiences to promote children's exploration and problem solving.

The kindergarten board of trustees could support the supervisor's commitment to ongoing improvement by establishing clear strategic goals and developing action plans to guide the achievement of these goals.

The new teacher appraisal process has the capacity to promote improvement when it is applied more rigorously. Increased levels of critical reflection on teaching practice in relation to indicators linked to the registered teacher criteria would be useful.

## Management Assurance on Legal Requirements

Before the review, the staff and management of Milford Baptist 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 Milford Baptist Kindergarten will be in three years.



Dale Bailey  
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Northern Region

18 August 2014

## 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	Milford, Auckland		
Ministry of Education profile number	20107		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	58 children, including up to 0 aged under 2		
Service roll	92		
Gender composition	Girls	51	
	Boys	41	
Ethnic composition	Māori		3
	NZ European/Pākehā		72
	Chinese		3
	Indian		3
	Niue		1
	other Asian		6
	other European		4
Percentage of qualified teachers	80% +		
0-49%	50-79%	80%+	
<i>Based on funding rates</i>			
Reported ratios of staff to children	Over 2	1:7	Better than minimum requirements
Review team on site	June 2014		
Date of this report	18 August 2014		
Most recent ERO report(s)	Education Review		June 2011
These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review		May 2008
	Education Review		May 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.