



**Adventureland Early Learning Centre  
Eilerslie, Auckland**

**Confirmed**

**Education Review Report**

# Adventureland Early Learning Centre

## Ellerslie, Auckland

10 June 2015

### 1 Evaluation of Adventureland Early Learning Centre

How well placed is Adventureland Early Learning Centre 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

Adventureland Early Learning Centre in Ellerslie is privately owned, and provides full day learning programmes. It is licensed for 40 children, including 10 aged under two years. Children attending the centre are predominately NZ European/Pākehā, Chinese and Middle Eastern, with increasing numbers of children from other ethnic backgrounds.

The learning environment has separate indoor and outdoor areas for babies and children aged less than two years, and for children aged from two years to school age.

The centre's philosophy focuses on creating an environment where children learn through play, adventure and exploration in a homely environment. Links to the early childhood curriculum, *Te Whāriki*, are identified along with the team's commitment to meeting the needs of an increasingly diverse community.

A team of eight full-time teachers and 3 part-time teachers provides good staff to child ratios. The 2012 ERO report noted the caring interactions between teachers and children, and the programme's responsiveness to children's interests. The licensee has responded well to the report's identified next steps, by strengthening self review and by working with external advisers to guide developments.

#### The Review Findings

Children and their whānau are welcomed into the well equipped centre. Children settle quickly, play well alongside each other and enthusiastically join in group learning activities. The unhurried programme and routines help to foster children's sense of well being and belonging. Children display independence and freely access a wide range of resources. They have many opportunities to make choices about their play.

Children benefit from the responsive, inclusive child-centred and well-paced programme. Teachers work well together and respond readily to children's learning interests. Literacy and mathematics are integrated in activities and play. Music and movement are features of the programme.

Children have many opportunities for uninterrupted play so they can sustain their interest in activities. They are encouraged to manage their behaviour, access and put away materials and to

look after their own belongings. These are skills that will help children when they transition to school.

Children aged up to two years benefit from nurturing interactions with their teachers and carers. Teachers are actively engaged with these children and they provide many opportunities for children to learn through play and to explore their environment.

Teachers acknowledge children's cultures well. Bicultural practices are being further developed through teachers' association with a local marae. Bilingual teachers support children and their families whose first language is not English.

Teachers keep parents well informed about their child's day at the centre and parents express high levels of satisfaction with the centre and the staff. Parents value the multicultural learning environment. They also appreciate the open-plan indoor areas that allow younger children to be connected with older children's activities.

Programme planning responds well to the interests and strengths of individual children. It also reflects the principles and strands of *Te Whāriki*, the early childhood curriculum. Children's individual learning progress is evaluated regularly and is recorded in portfolios and on a web-based communication system.

Centre leaders and teachers regularly review their policies and practices for ongoing centre improvement. Long-term plans guide and sustain future centre developments. The licensee values teachers' ongoing capability and provides staff with professional learning opportunities. Recent professional learning on planning and assessment has strengthened teaching and learning practices.

### **Key Next Steps**

Centre leaders agree next steps include:

- continuing to explore ways to make children's play more complex to extend their thinking
- advancing plans to provide children with further exploration and discovery opportunities in the outdoor area.

### **Management Assurance on Legal Requirements**

Before the review, the staff and management of Adventureland Early Learning Centre 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 Adventureland Early Learning Centre will be in three years.



Dale Bailey  
Deputy Chief Review Officer Northern

10 June 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	Ellerslie, Auckland		
Ministry of Education profile number	45205		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	40 children, including up to 10 aged under 2		
Service roll	51		
Gender composition	Boys 31 Girls 20		
Ethnic composition	NZ European/Pākehā	30	
	Middle Eastern	6	
	Chinese	5	
	other	10	
Percentage of qualified teachers	80% +		
0-49% 50-79% 80%+			
<i>Based on funding rates</i>			
Reported ratios of staff to children	Under 2	1:3	Better than minimum requirements
	Over 2	1:8	Better than minimum requirements
Review team on site	April 2015		
Date of this report	10 June 2015		
Most recent ERO report(s)	Education Review	September 2012	
These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>			

### 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.