

- About The Centre .....
- The Education Review Office (ero) Evaluation .....
- Review Priorities .....
- Areas Of National Interest .....
- Management Assurance On Compliance Areas .....
- Recommendations .....
- Future Action .....
- Community Page .....

## Disclaimer

Individual ERO school and early childhood centre reports are public information and may be copied or sent electronically. However, the Education Review Office can guarantee only the authenticity of original documents which have been obtained in hard copy directly from either the local ERO office or ERO Corporate Office in Wellington. Please consult your telephone book, or see the ERO web page, <http://www.ero.govt.nz>, for ERO office addresses.

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

## About The Centre

|                                      |                                     |
|--------------------------------------|-------------------------------------|
| Location                             | Masterton                           |
| Ministry of Education profile number | 60238                               |
| Type                                 | All Day, Education and Care Service |
| Number licensed for                  | 30 children aged over two years     |
| Roll number                          | 51                                  |
| Gender composition                   | Boys 29<br>Girls 22                 |
| Ethnic composition                   | New Zealand European/Pākehā 50      |

Māori 1

|                      |   |
|----------------------|---|
| Review team on site  | August 2009   |
| Date of this report  | 23 October 2009   |
| Previous ERO reports | Education Review, September 2006<br>Education Review, April 2004<br>Accountability Review, September 1998<br>Assurance Audit, November 1994<br>Assurance Audit, December 1992 |

## The Education Review Office (ero) Evaluation

Hadlow Preschool is located in the grounds of Hadlow Preparatory School in Masterton. It provides early childhood education for children aged from three to five years. At the time of this review in August 2009 there were 51 children on the roll. The service is owned by the Trinity Schools' Trust Board (TSTB), the proprietor of three Anglican schools in the Masterton area. It is governed on the board's behalf by the preschool governance committee established in 2007.

The 2006 ERO review found that staff interacted positively with children demonstrating a range of effective strategies to facilitate their learning. Children were cooperative and well behaved. A strength of the programme was the way staff integrated literacy and mathematics into play. Recommendations were made about self review and strategic planning, teachers' approach to assessment, planning and evaluation and provision of child-led learning experiences. Some compliance concerns and areas requiring improvement were identified.

Long-serving staff form a strong and collaborative team. They have undertaken regular professional development to address ERO's 2006 recommendations and promote improvements to practice.

A range of effective teaching strategies is skilfully used to facilitate children's learning. A more flexible and child-centred approach to teaching and learning has been established. Effective and positive guidance to support social interaction, leadership and communication skills is provided. Mathematics and literacy continue to be soundly integrated throughout the programme in meaningful and engaging contexts. Teachers have made good progress in developing and using their skills in te reo Māori and in strengthening their approaches to assessment, planning, programme evaluation and self review.

The centre presents a good quality environment to support early learning. There is an appropriate range of resources, most of which are well displayed and easily accessed by children. Activity areas are spacious and well placed. There are now increased opportunities for exploration of open-ended

activities which promote investigatory and creative skills. A calm and purposeful tone prevails.

The TSTB's preschool governance committee is a good initiative with the potential to provide more effective, targeted support and direction for the preschool. The Hadlow Preparatory School principal is committed and proactive in his role as licensee. He undertakes regular professional development to update his knowledge of early childhood requirements and is keen to ensure the preschool environment reflects these.

ERO has identified some areas of practice requiring further development. These include the need for teachers to continue to review and refine their approaches to self review and programme planning. The TSTB needs to formalise the role of the governance committee and support its actions with agreed procedures, guidelines and protocols. Practices relating to employment and support of staff are in need of better definition and improvement. Recommendations have been agreed to address these areas. Some aspects of non-compliance have been identified and must be addressed as soon as possible.

## 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 Hadlow Preschool 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 Hadlow Preschool.

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.

In addition, ERO decided to evaluate the quality of:

- leadership, management and governance.

ERO's findings in these areas are set out below.

## The Quality of Education

### Background

The 2006 ERO review found that staff interacted positively with children, demonstrating a range of effective strategies to facilitate their learning. Children were cooperative and well behaved. A strength of the programme was the way staff integrated literacy and mathematics into play. Recommendations were made in relation to self review and strategic planning, teachers' approach to assessment, planning, programme evaluation and provision of more child-led learning experiences. Some compliance concerns and areas requiring improvement were also identified.

Since that time the centre has extended its opening hours to enable it to offer 20 hours free early child education to three and four year olds. Its licence is now for all day rather than sessional education and care. A larger number of children attend for longer hours each week. The three long-serving teachers remain. They have undertaken regular professional development in assessment, planning, evaluation and self review.

To carry out this evaluation: ERO observed the programme in action over the course of a session; held discussions with the licensee, teachers and representatives from the governance committee; and TSTB and reviewed relevant documentation.

### Areas of good performance

The centre presents a good quality environment to support early learning. There is an appropriate range of resources, most of which are well displayed and easily accessed by children. Activity areas are spacious and well placed, allowing room for exploration of materials without interference from others. Many displays are arranged at a low level allowing children to reflect on aspects of their work and participation. A calm and purposeful tone prevails. Children enjoy and respect this interesting environment which promotes their confidence and competence as learners.

Mathematics and literacy are soundly integrated throughout the programme in meaningful and engaging contexts. Teachers plan activities each day that include reference to mathematical ideas and alphabet knowledge and form natural parts of routines and organisation. Meaningful opportunities to read and write include the labelling and recognition of belongings and art work. Ongoing discussion with teachers serves to promote children's language skills. These essential learning areas are well resourced and popular additions to the programme.

Teachers are respectful and responsive to children. They provide effective and positive guidance to encourage social interaction, leadership and communication skills. Individuals are suitably

acknowledged and there are high levels of onetoone interaction and engagement. Children are confident and cooperative. They display trust in the environment and their teachers.

A range of effective teaching strategies is skilfully used to facilitate children's learning. Good questioning combined with well-timed intervention and genuine engagement promotes interest and extends children's ideas, promoting investigation and perseverance in play.

Routines are effectively implemented as part of the holistic learning programme. Children help with the organisation of tasks and implementation of transitions. There are planned opportunities for them to contribute to the programme through "showand-tell" and "helper" activities. Children's attempts are noted and affirmed by teachers. This approach is likely to foster well-being and social and selfcare skills.

Teachers have made good progress in developing and using their skills in te reo Māori. External professional development has helped them to review and improve their approach. Waiata, karakia, greetings and short phrases form a regular part of group gathering times. Children are encouraged and actively supported to also use the language and gain some understanding of their bicultural heritage.

Since the 2006 ERO review, a more flexible and child-centred approach to teaching and learning has been established. Compulsory group times are now much shorter with more time allocated for children's free choice of activities. They have increased opportunities for exploration of open-ended activities and many are independent learners who are able to sustain their interest in selfchosen play for long periods of time.

Teachers' approach to assessment, planning and programme evaluation has significantly improved over the past three years. External professional support has been used to review and develop a framework that is more responsive to individual children's learning needs. Individual and easily-accessed learning folders are used to file narratives, learning stories' photographs, anecdotes and learning summaries. Some parents are providing information about their children's home interests and happenings to complement these. In the best examples, children's possible next steps are identified from analysed learning stories and illustrated in subsequent records.

There are now more opportunities for parents to be directly involved in the programme and operation of the centre. They are regularly invited to provide assessment feedback in their children's profile books, consult on programme and governance matters, and assist in centre activities.

Professional development has strengthened teachers' knowledge and understanding of self review and resulted in positive changes to the programme and aspects of operation. Staff use an effective framework to undertake spontaneous reviews. These are in response to issues or new ideas and include quality indicators and evaluation of the impact of changes made. A survey of parents' satisfaction has been undertaken to provide information about their views. Teachers are reflective and improvement focused.

## Areas for improvement

Teachers have not yet documented a philosophy to reflect the values and beliefs that underpin the preschool programme and operation.

Some areas of play could be better developed to support the learning programme. For example: there are few resources that promote investigation and interest in science and nature; the poor display of the good variety of reading material makes choosing or searching for specific books difficult; and some areas of play would be enriched through the provision of more bicultural resources.

While teachers' use of te reo Māori has improved, it is mostly used during group and routine times. Through better integrating the language into sessions a more meaningful approach will be presented.

Teachers have identified next steps in the development of their approach to assessment, planning and evaluation. They would like children to be more involved in the use of information and communication technologies to support their own learning. They would also like to make planning and evaluation processes more transparent, manageable and meaningful for children through establishing a projectbased approach to support the emergent curriculum. ERO suggests that they continue to develop parents' and children's contributions to assessment, and document their process to provide a formal guideline or standard for expected practice in the centre.

Teachers have yet to develop a systematic and planned approach to the review of the programme. Such an approach is likely to improve their decision making about the preschool's direction and effectiveness in meeting the needs of the community. In addition, there are insufficient policies and procedures to provide teachers with effective guidance on programme and day-to-day management matters and a basis for more comprehensive self review.

## The Quality of Leadership, Management and Governance

### Background

The Trinity Schools' Trust Board is the proprietor of three Anglican schools in the Masterton area. One of its main roles is to ensure their special character is upheld. The TSTB owns Hadlow Preschool. There is no formal relationship between the preschool and the Hadlow Preparatory School board of trustees.

Since the 2006 ERO review, the TSTB has established the preschool governance committee to oversee financial, legal and education requirements on its behalf. Members include the principal of Hadlow Preparatory School in his capacity as preschool licensee, the supervisor of the preschool, parents and a TSTB representative. The committee reports to the TSTB.

The licensee works in collaboration with the preschool staff to ensure the requirements of the early

childhood regulations are met. The preschool supervisor is the staff and programme leader. Teachers report to the governance committee through the supervisor.

ERO decided to evaluate the quality of leadership, management and governance to provide an external view to assist the TSTB as it reviews and defines roles and responsibilities.

### Areas of good performance

The TSTB's preschool governance committee is a good initiative with the potential to provide more effective, targeted support and direction for the preschool. The committee works on a school board of trustees' model with representatives from a range of stakeholders. The initiative came about as part of the development of the preschool's strategic plan and revised vision. Formal reports from the supervisor inform the committee about specific aspects of its operation. The TSTB in turn receives reports from the licensee and its committee representative.

The Hadlow Preparatory school principal is committed and proactive in his role as licensee. He undertakes regular professional development to update his knowledge of early childhood requirements and is keen to ensure the preschool environment reflects these.

### Areas for improvement

The preschool governance, management and leadership roles and responsibilities are not yet well defined. While the governance committee has been in operation since 2007, there is not yet any formal agreement about its role, practices and protocols and therefore no documentation to guide and support its action and those it governs.

Practices relating to employment and support of staff are in need of improvement. There are no up-to-date agreements or documents outlining conditions of employment, job specifications or personnel practices and legislation applying to them. It is acknowledged that at the time of this review, staff terms and conditions of employment were being discussed at governance committee meetings. Communication lines, although potentially improved with the establishment of the governance committee, are not yet working adequately.

Systems to support leadership are in need of review and further development. Job descriptions and expectations for performance are out of date and not well aligned to the early childhood requirements. The performance management system applied to the supervisor lacks rigour. As expectations for her role are poorly defined, her development needs are not being adequately identified or addressed.

It is unclear what support has been provided for the teacher registration process. No contracts, documentation or details were able to be supplied to ERO during the review.

Management's self review is not yet effective in assisting continuous improvement to this service. Links between long-term planning and review are not evident. An implementation plan to support action in reaching strategic goals has yet to be developed. The preschool's copy of operational

policies included some that had not been reviewed since the 1990s. The appraisal process, though comprehensive, is not yet fully implemented and lacks the addition of constructive and targeted feedback about staff practice. Many documents are written from a school perspective and therefore not suitable to support self review in the early childhood setting.

## Areas 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.

### Māori Children

As part of this review ERO evaluated the extent to which this service carries out a process to identify and respond to the aspirations and expectations of the parents and whānau of Māori children and focuses on the potential of Māori children to develop as competent and capable learners.

### Areas of good performance

Parents have opportunities to identify their aspirations for their children in profiles and to take part in decision making that may promote their success as learners.

Teachers have a strong commitment to promoting understandings of Māori language. Māori children benefit when New Zealand's dual cultural heritage is valued and promoted.

A relaxed welcoming atmosphere prevails and children and adults are encouraged to help and care for each other. Social and cooperative play is promoted to foster positive relationships and older children help and care for younger.

### Area for improvement

Teachers have yet to review the programme to ascertain how prepared the centre is to promote success for Māori children.

## Management Assurance On Compliance Areas

### Overview

Before the review, the licensee and staff of Hadlow Preschool 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.

During the course of the review ERO identified areas of non-compliance.

- There is no record of police vetting of non-registered relievers.
- Parents do not sign the adult-to-child ratios for excursions.
- Many policies, objectives and practices are not regularly evaluated and modified through ongoing self review. Some policies have not been reviewed since the 1990s.
- Management has not established sufficient employment related policies and procedures.
- Occupational safety and health requirements in relation to hazard management are not met.

In order to address these, the centre management must ensure:

5.1 That Education Act requirements for police vetting of all non-registered staff are met.

[s 315 Education Act 1989]

5.2 If children are taken on any excursion or activity outside the centre while in the care of the centre, the parents of each child have given written approval to the ratio to be used.

[R 27 (3,b) Education (Early Childhood Centres) Regulations 1998]

5.3 Policies, procedures and practices are regularly evaluated and modified by an ongoing, recorded process of internal review.

[10, Revised Statement of Desirable Objectives and Practices for Chartered Early Childhood Services in New Zealand]

5.4 Employment policies which incorporate the principles of being a good employer are implemented.

[11(b), Revised Statement of Desirable Objectives and Practices for Chartered Early Childhood Services in New Zealand]

5.5 Effective methods for identifying and managing hazards to employees in the work place are developed and implemented.

[S7-10 Health and Safety in Employment Act 1992]

In order to improve current practice management should:

- check with the New Zealand Teachers Council to ensure requirements for teachers' registrations have been appropriately met;
- ensure that hot drinks are consumed away from the children;
- check with the relevant authority that the astro turf under the play equipment is sufficient to provide the required protection from impact;
- ensure there is a suitable template to guide the recording and administration of medication to children; and;
- ensure visitors to the centre sign in and out for fire safety and evacuation purposes.

## Recommendations

ERO and the centre management agreed that:

6.1 Teachers, in consultation with parents and management, will develop and document a statement of philosophy outlining the beliefs and values that underpin the service.

6.2 Teachers will continue to refine and develop their approaches to self review and assessment, planning and evaluation, seeking professional support as necessary.

6.3 Management will seek professional development to:

- support understanding and effective implementation of self review; and
- establish a framework for systematic review of operation to inform decision making about, and long-term planning for, the preschool.

6.4 The TSTB will:

- define the governance, leadership and management roles and responsibilities in relation to the centre; and
- review and further develop systems to support leadership in the centre and its role as employer by establishing a suitable range of documents, policies and procedures to guide action.

## 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.

Dr Graham Stoop  
Chief Review Officer

23 October 2009

23 October 2009

To the Parents and Community of Hadlow Preschool

These are the findings of the Education Review Office's latest report on Hadlow Preschool.

## Community Page

Hadlow Preschool is located in the grounds of Hadlow Preparatory School in Masterton. It provides early childhood education for children aged from three to five years. At the time of this review in August 2009 there were 51 children on the roll. The service is owned by the Trinity Schools' Trust Board (TSTB), the proprietor of three Anglican schools in the Masterton area. It is governed on the board's behalf by the preschool governance committee established in 2007.

The 2006 ERO review found that staff interacted positively with children demonstrating a range of effective strategies to facilitate their learning. Children were cooperative and well behaved. A strength of the programme was the way staff integrated literacy and mathematics into play. Recommendations were made about self review and strategic planning, teachers' approach to assessment, planning and evaluation and provision of child-led learning experiences. Some compliance concerns and areas requiring improvement were identified.

Long-serving staff form a strong and collaborative team. They have undertaken regular professional development to address ERO's 2006 recommendations and promote improvements to practice.

A range of effective teaching strategies is skilfully used to facilitate children's learning. A more flexible and child-centred approach to teaching and learning has been established. Effective and positive guidance to support social interaction, leadership and communication skills is provided. Mathematics and literacy continue to be soundly integrated throughout the programme in meaningful and engaging contexts. Teachers have made good progress in developing and using their skills in te reo Māori and in strengthening their approaches to assessment, planning, programme evaluation and self review.

The centre presents a good quality environment to support early learning. There is an appropriate range of resources, most of which are well displayed and easily accessed by children. Activity areas are spacious and well placed. There are now increased opportunities for exploration of open-ended activities which promote investigatory and creative skills. A calm and purposeful tone prevails.

The TSTB's preschool governance committee is a good initiative with the potential to provide more effective, targeted support and direction for the preschool. The Hadlow Preparatory School principal is committed and proactive in his role as licensee. He undertakes regular professional development to update his knowledge of early childhood requirements and is keen to ensure the preschool environment reflects these.

ERO has identified some areas of practice requiring further development. These include the need for teachers to continue to review and refine their approaches to self review and programme planning. The TSTB needs to formalise the role of the governance committee and support its actions with agreed procedures, guidelines and protocols. Practices relating to employment and support of staff are in need of better definition and improvement. Recommendations have been agreed to address these areas. Some aspects of non-compliance have been identified and must be addressed as soon as possible.

## 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.

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>.

Dr Graham Stoop  
Chief Review Officer

## 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.