



**Education Review Office**  
Te Tari Arotake Mātauranga

**EEW Homebased Education - West  
Hamilton**

**Confirmed**

**Education Review Report**

# EEW Homebased Education - West Hamilton 17 June 2020

## 1 Evaluation of EEW Homebased Education - West

How well placed is EEW Homebased Education - West 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

EEW Homebased Education – West (EEW West) provides homebased education and care for children from birth to six years in Hamilton and surrounding areas. Children are placed in a family home with an educator who can be responsible for a maximum of four children at any one time. The network is licensed to cater for 60 children, aged from three months to six years of age. The current roll of 39 includes 17 children of Māori descent. The service offers flexible hours to meet individual family needs.

EEW West is a standard funded network operated by Early Education Waikato (EEW). EEW is a limited liability company with charitable provisions that is owned by the Waikato Kindergarten Association. It provides governance and strategic direction for a number of early childcare centres, as well as the homebased care networks.

The chief executive officer (CEO) manages Early Education Waikato with the support of experienced leadership and administration team. An experienced education manager has delegated responsibility for overseeing the network; with visiting teachers and administrator managing the networks. The two visiting teachers are experienced, fully qualified, registered early education teachers, who also hold qualifications in adult training and learning. While some educators are trained early childhood teachers the majority is in various stages of gaining Homebased Education qualifications. EEW encourages educators to undertake ongoing professional learning and development.

EEW's vision (whakakiteinga) is 'every child reaching their full potential (kia eke ia tamaiti ki tana pito mata), with the aim of creating a sustainable organisation that provides quality education and care to enrich the lives of children and families. EEW's philosophy aims to nurture children's individual strengths and interests to develop them as capable and competent lifelong learners.

Since the last ERO review in 2015 a new visiting teacher has been appointed. The service has responded well to the key areas for development identified in the previous report.

## The Review Findings

Children's interests and needs are effectively responded to by educators and visiting teachers. Caring and nurturing relationships are evident between educators and children. All children are empowered to be involved in learning experiences that build a strong sense of belonging, independence and social competence. Learning is contextual to real life experiences. Children are encouraged to follow their interests and lead their own learning.

An effective curriculum, underpinned by *Te Whāriki*, provides positive learning opportunities for all children. Experiences outside the home regularly provide children with opportunities to learn in different contexts. Children experience a rich programme where they are listened to and encouraged to become confident and successful learners and explorers. Māori children experience aspects of te ao Māori through waiata, karakia and resources.

Educators and children attend regular playgroups, in an attractively presented, well-resourced learning environment. Children's play is recognised and valued as meaningful learning.

Children with additional learning and development needs are well supported through inclusive practices and personalised learning and development plans. Transitions in to and out of the service are flexible and responsive to the needs of individual families. Infants and toddlers benefit from nurturing interactions with educators, who recognise children's verbal and non-verbal cues and respond effectively.

Planning for children's learning is well supported by visiting teachers. Assessment reflects the learning that is happening in the homebased setting. Parents and whānau are able to access and comment on their child's learning through online portfolios. Further strengthening of assessment practices should enhance greater understanding of the breadth and depth of children's learning.

The visiting teacher and educators work collaboratively to identify and respond to children's individual interests and needs. Monthly home visits, coaching and mentoring provides educators with ongoing learning and support. A robust induction process assists new educators into the service. Educators are actively encouraged to continue to upskill and engage in professional learning opportunities.

A clear vision and strategic priorities guide the direction of the service. An established support network provides effective resources and expertise. The philosophy is currently under review. Establishing agreed priorities for children's learning in consultation with parents and whānau should contribute usefully to this review. Self-review follows a framework and leads to change and improvement. Leaders acknowledge a useful next step would be to strengthen the focus on positive learning outcomes for children within internal evaluation.

## Key Next Steps

A key area for development is, for leaders to continue to develop consistency in assessment, planning and evaluation across the network that shows:

- progression in children's learning over time linked to the learning outcomes of *Te Whāriki*
- the language, culture and identity of all children
- learning focused partnerships with parents.

## Management Assurance on Legal Requirements

Before the review, the staff and management of EEW Homebased Education - West completed an ERO Home-based Education and Care 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.

To improve current compliance practice, the early childhood service management should: review its emergency procedure to include lockdowns and ensure educators consistently carry out all emergency drills on an at least three-monthly basis.



Darcy Te Hau  
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Central Region - Te Tai Pūtahi Nui

17 June 2020

## 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 Home-based Education and Care Service

Location	Hamilton	
Ministry of Education profile number	34016	
Institution type	Homebased Network	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	60 children, including up to 60 aged under 2	
Service roll	39	
Standard or Quality Funded	Standard	
Gender composition	Male	20
	Female	19
Ethnic composition	Māori	17
	NZ European/Pākehā	10
	Filipino	5
	Other ethnic groups	7
Number of qualified coordinators in the network		
Required ratios of staff educators to children	Under 2	1:2
	Over 2	1:4
Review team on site	March 2020	
Date of this report	17 June 2020	
Most recent ERO report(s)	Education Review	March 2015
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 the draft methodology for ERO reviews in Home-based Education and Care Services: July 2014*

#### ERO's Overall Judgement

The overall judgement that ERO makes will depend on how well the service promotes positive learning outcomes for children. The categories are:

- Very well placed
- Well placed
- Requires further development
- Not well placed

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.