



Education Review Office
Te Tari Arotake Mātauranga

**Cambridge Kindergarten
Cambridge**

Confirmed

Education Review Report

Cambridge Kindergarten

Cambridge

21 December 2018

1 Evaluation of Cambridge Kindergarten

How well placed is Cambridge Kindergarten to promote positive learning outcomes for children?

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

ERO's findings that support this overall judgement are summarised below.

Background

Cambridge Kindergarten located in Cambridge, is licensed for 40 children. The kindergarten offers both full and part-day education and care to children from two years to school age. Children come from a diverse range of ethnic backgrounds and for many English is an additional language. At the time of this ERO review 75 children were enrolled, including four who identify as Māori.

The kindergarten is one of 29 kindergartens that operate under the Waikato Kindergarten Association (WKA), which is a charitable trust. The strategic direction of the association is guided by the overarching statement, 'Our children are strong in heart, head and hand'. The WKA has a commitment to providing quality, inclusive services that effectively meet the diverse educational needs of all children attending. Advice, guidance and support is provided to the organisation by a kaumātua from Tainui.

All kindergartens in the WKA are involved in a 'Cool for School' transition programme and sustainable education, environment and health programmes such as Enviroschools and Sport Waikato Under 5 Energise. The kindergartens' education, operational and administrative responsibilities are supported by experienced association personnel.

The kindergarten's philosophy identifies priorities for children's learning which include:

- relationships/ngā hononga
- empowerment/whakamana
- family and community/whānau tangata
- the natural world
- holistic development/kotahitanga.

Since the last ERO review in 2015 there have been many changes to the teaching team and several changes in the education services manager (ESM). The head teacher has remained in her role and is long serving. Significant improvements have been made to the outdoor learning environment with a focus on embedding sustainable practices and fostering children's play and risk taking. The kindergarten achieved Silver Enviroschools status. The kindergarten has responded well to the areas identified in the previous ERO report.

This review was part of a cluster of four kindergarten reviews in the WKA.

The Review Findings

The curriculum is highly responsive to children's interests and enables self-directed learning. Children are encouraged to be independent, solve problems and capably manage themselves. Many rich opportunities develop children's curiosity as they explore through practical and authentic learning experiences. A deliberate focus on environmental learning supports children's understanding of sustainable practices and caring for the environment. Learning is enriched through kindergarten programmes and trips within the local community. The culture and identities of Māori and other diverse groups are shared and celebrated through special events and practices in the kindergarten. Children develop a strong sense of belonging, and are empowered to grow in confidence and capability.

Teachers use strategies skilfully to enhance children's learning. Literacy and mathematics are effectively integrated in meaningful contexts and there is a focus on extending oral language. Relationships between children and teachers are genuine and affirming. An inclusive approach to supporting children with additional learning needs is evident through consultation with parents, individualised planning and liaison with external expertise. A well-planned approach supports positive transitions into and out of the kindergarten. Children benefit from learning in an attractive and well-resourced environment that promotes high levels of engagement.

Effective leadership has established valued relationships, a positive culture for learning and is contributing to sustainability of all kindergarten practices. Leaders work collaboratively with the teaching team and empower teachers to contribute their skills and expertise. Strong communication and connections with parents and whānau are developed. Leaders actively promote the kindergarten's involvement in the wider Cambridge community. High expectations and a dedicated commitment to teaching and learning contributes to positive outcomes for children.

The ESM works closely with the head teacher and provides well-informed professional leadership to support kindergarten operation. The WKA has recently reviewed its teacher appraisal process. Ensuring this new process is fully implemented is a priority to ESMs

The WKA provides comprehensive systems, policies and procedures to guide kindergarten practice. Teachers have access to ongoing and targeted professional development to promote improved practice and contribute to positive outcomes for children. Effective governance by the WKA is contributing to inclusive and equitable services for children.

Key Next Steps

The key next steps for leaders and teachers are to:

- further develop the use of individualised planning to clearly identify children's learning outcomes and next steps
- continue to refine internal evaluation processes that contribute to strategic planning and direction.

Management Assurance on Legal Requirements

Before the review, the staff and management of Cambridge 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 Cambridge Kindergarten will be in four years.



Phil Cowie
Director Review and Improvement Services Central
Central Region

21 December 2018

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	Cambridge		
Ministry of Education profile number	5136		
Licence type	Free Kindergarten		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	40 children, including up to 0 aged under 2		
Service roll	75		
Gender composition	Boys	39	
	Girls	36	
Ethnic composition	Māori		4
	Pākehā		52
	Other European		4
	Indian		4
	Other		11
Percentage of qualified teachers			
0-49%	50-79%	80%+	
<i>Based on funding rates</i>	80% +		
Reported ratios of staff to children	Over 2	1:10	Meets minimum requirements
Review team on site	December 2018		
Date of this report	21 December 2018		
Most recent ERO report(s)	Education Review		August 2014
These are available at www.ero.govt.nz	Education Review		March 2011
	Education Review		April 2008

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.