

**Cumberland Early Education Centre
Hamilton**

Confirmed

Education Review Report

Cumberland Early Education Centre

Hamilton

11 September 2019

1 Evaluation of Cumberland Early Education Centre

How well placed is Cumberland Early Education Centre to promote positive learning outcomes for children?

Not well placed	Requires further development	Well placed	Very well placed
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ERO's findings that support this overall judgement are summarised below.

Background

Cumberland Early Education Centre is located in the Hamilton suburb of Rototuna. It provides full day education and care for preschool children from three months of age. The centre is a modern, purpose-built facility divided into five specific age groups. It is licenced for 120 children with a maximum of 50 up to two years of age. The roll reflects a diverse number of cultural backgrounds, including 5% whom are identified as Māori.

There is a lead teacher for each room, and an assistant manager and centre manager provide overall leadership. The service operates under the umbrella of Early Education Waikato (EEW) which provides governance for seven centres in Hamilton. Management, who are also responsible for the Waikato Kindergarten Association (WKA), consists of a CEO, two Education Managers, human resources and administration personnel.

The vision 'Every child reaching their full potential' guides the strategic direction for the entire association. The centre philosophy is based on building strong trusting relationships with tamariki and whānau and demonstrates a commitment to the Treaty of Waitangi principles. Teachers aim to provide a secure, stimulating natural environment that empowers children to develop a lifelong love of learning.

The centre has a positive ERO reporting history and has continued to maintain high quality systems and practices through internal evaluation processes. Since the last ERO review the centre has introduced individual planning for all children.

The Review Findings

Children benefit from high quality resources and opportunities for meaningful learning experiences. The curriculum responds well to children's interests and needs, and empowers them to exercise choice, take risks and solve problems. Literacy, mathematics and other curriculum areas are integrated into daily programmes. The extensive and well maintained outdoor environment provides stimulating and physical challenge for all ages. The programme is enriched through bicultural contexts for learning, multicultural celebrations and excursions. Māori children are affirmed in their culture and identity. Leaders acknowledge that this as an area to continue to extend, strengthening

teacher use of te reo Māori and te ao Māori in the curriculum planning and practice. The home languages of children from other cultures are embraced and celebrated. Children are encouraged to be confident and independent learners. They are safe and nurtured in a caring whānau-like environment.

Positive and affirming relationships are clearly evident between teachers, children and their families. The values of the centre philosophy are well established and highly evident in practice. Open and personalised communication with whānau fosters strong relationships and supports children's learning and wellbeing. High quality intentional teaching extends children's knowledge, skills and social competencies. Teachers purposefully develop children's oral language, confidence and self-management skills. Individual planning for all children actively encourages whānau participation and helps inform ongoing adaptive programme design. Assessment, planning and evaluation celebrate children's successful learning. Children up to the age of two benefit from respectful, nurturing and highly attentive interactions. Teachers respond very well to their non-verbal cues in a calm and caring environment.

Leadership is highly collaborative and promotes a positive culture for teachers and children. Relationships between leaders and teachers are highly reciprocal and based on regular communication, respect and trust. Coaching and mentoring is an integral part of this. Intentional opportunities are provided for teachers to critically reflect on their practice. Professional learning and development is targeted and well aligned to the EEW strategic direction. Ongoing innovation and improvement to streamline centre operations continue to support positive outcomes for children and their whānau. Effective liaison with whānau and community has strengthened the place of bicultural practice in the centre. Internal evaluation practices across the centre align well to the overall vision and goals of the service and successfully sustains high quality practices.

The EEW has a clear vision and strategic direction for the service. Bicultural values are embedded in the centre's philosophy. The principles of the Treaty of Waitangi are strongly evident within all centre relationships and practices. Consultation with parents, family and whānau has contributed to the review and development of a shared vision. Strengthening relationships with the local community is an ongoing focus. Policy review is undertaken regularly to support daily operations. Strategic planning is effectively focused on improving outcomes for all children.

Key Next Steps

- Continue to strengthen teacher use of te reo Māori and te ao Māori in the curriculum planning and practice and make more visible in assessment.

Management Assurance on Legal Requirements

Before the review, the staff and management of Cumberland Early Education 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.



Phil Cowie
Director Review and Improvement Services
Central Region

11 September 2019

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	Hamilton		
Ministry of Education profile number	46148		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	120 children, including up to 50 aged under 2		
Service roll	143		
Gender composition	Male	50%	
	Female	50%	
Ethnic composition	Māori	5%	
	NZ European/Pākehā	50%	
	Chinese	20%	
	Indian	11%	
	Other	14%	
Percentage of qualified teachers 0-49% 50-79% 80%+	80% +		
<i>Based on funding rates</i>			
Reported ratios of staff to children	Under 2	1:4	Better than minimum requirements
	Over 2	1:10	Meets minimum requirements
Review team on site	July 2019		
Date of this report	11 September 2019		
Most recent ERO report(s)	Education Review	May 2015	
These are available at www.ero.govt.nz			

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

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.