

**Rosy Cheeks Early Learning Centre  
Christchurch**

**Confirmed**

**Education Review Report**

# Rosy Cheeks Early Learning Centre

## Christchurch

### 5 June 2020

## 1 Evaluation of Rosy Cheeks Early Learning Centre

How well placed is Rosy Cheeks 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

Rosy Cheeks Early Learning Centre is a small privately-owned centre in Christchurch. It provides full and half-day education and care for up to 35 children aged from two years old to school age.

The centre manager is one of two owners. She has responsibility for the strategic development, leadership and day-to-day running of the centre. Since the June 2017 ERO report there has been a change in leadership and the centre manager is supported by a new head teacher. The owners deliberately employ staff with a range of experiences and who reflect some of the cultures of children attending. Most staff are qualified early childhood teachers.

The centre vision is to nurture every child's potential and love of learning. The philosophy is underpinned by Māori values including ako, whanaungatanga, manaakitanga and kotahitanga.

Leaders and teachers have made good progress embedding Māori values and perspectives into guidelines, programmes and practices as identified for improvement in the previous ERO report. Assessment and planning continue to be an area for development.

### The Review Findings

Children benefit from caring, respectful and nurturing relationships with their kaiako which help develop their sense of belonging at the centre. They are settled, trusting and engaged. Kaiako know children well, view them as capable and confident learners, and have positive and respectful interactions with them. They take time to listen to children, share in their interests and effectively support play.

Kaiako promote children's dispositions to learn, such as thinking and reasoning and making choices. They intentionally help children develop skills to be a caring friend and support them to play well with each other for sustained periods of time. Children frequently work together in small groups to share imaginative games and play out experiences from their home life.

Kaiako provide a range of good quality resources and materials for children to choose from. Resources are accessible and arranged to be attractive and inviting. Kaiako purposefully integrate te reo Māori, early literacy, mathematics and learning about the world into the planned programmes. Children have many opportunities to learn about their local community and experience a wide range of cultural events and celebrations.

Māori children have many opportunities to hear and use te reo Māori, waiata and karakia. Kaiako are increasingly weaving Māori perspectives into the centre. Children with diverse needs are well supported to be fully engaged in the life of the centre and their learning.

Leaders and kaiako have developed useful systems to ensure all children are regularly planned for, their interests responded to and progress in their learning is monitored. This will be further enhanced when leaders and kaiako work in collaboration with parents and children to interpret the principals, strands and goals of *Te Whāriki* to set learning priorities for the service. To improve assessment and planning records, kaiako need to consistently reflect children's language, culture and identity and more clearly show how parents' wishes for their children's learning are responded to.

The manager has high expectations for teaching and learning and is improvement focused. The service's strategic plan identifies key priorities and actions for development to promote positive outcomes for all children. This includes a deliberate focus on building teachers' leadership, knowledge and capability, and ensuring consistency of staff for children to foster quality early childhood education and care. The manager has implemented a robust system for teacher appraisal and supported a collaborative approach to teacher inquiry.

Internal evaluation is used to improve the programme and practices. Internal evaluation should be strengthened when leaders and kaiako more clearly show the impact of decisions and practices on outcomes for children.

### **Key Next Steps**

The key next steps for leaders and kaiako are to:

- extend assessment and planning systems to better show children's culture, language and how they respond to parents' aspirations
- work in collaboration with parents, whānau and children to unpack the strands, goals and learning outcomes of *Te Whāriki* the Early Childhood Curriculum and interpret these to set learning priorities for the centre
- continue to develop robust internal evaluation that includes evaluating the impact of systems, planning and practices on outcomes for children.

## Management Assurance on Legal Requirements

Before the review, the staff and management of Rosy Cheeks 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.



Dr Lesley Patterson  
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Southern Region - Te Tai Tini

5 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 Early Childhood Service

Location	Christchurch	
Ministry of Education profile number	70151	
Licence type	Education & Care Service	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	35 children aged over 2 years	
Service roll	73	
Gender composition	Female 41, Male 32	
Ethnic composition	Māori	7
	NZ European/Pākehā	59
	Japanese	7
Percentage of qualified teachers 0-49%   50-79%   80%+ <i>Based on funding rates</i>	80% +	
Reported ratios of staff to children      Over 2	1:6	Better than minimum requirements
Review team on site	February 2020	
Date of this report	5 June 2020	
Most recent ERO reports These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review	June 2017
	Education Review	July 2014

### 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.