



Education Review Office
Te Tari Arotake Mātauranga

**Sunshine Christian Preschool
Manukau, Auckland**

Confirmed

Education Review Report

Sunshine Christian Preschool

Manukau, Auckland

3 April 2017

1 Evaluation of Sunshine Christian Preschool

How well placed is Sunshine Christian Preschool 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

Sunshine Christian Preschool is one of four childcare centres owned and administered by the Manukau Christian Charitable Trust (MCCT). Christian beliefs and values underpin the centre philosophy and curriculum. The Trust Board is committed to providing early childhood education and care for children. This centre has made significant positive progress since 2015.

This centre caters for 80 children between two and five years of age from the local multicultural community. The majority of children are of Chinese heritage. Staff reflect some of the cultures of families and children attending the preschool. Transport is provided for families who cannot readily get their children to the centre.

Children are in age-related groups for part of the day. Teachers make use of the spacious environment to provide planned activities for these different groups. Children take part in a variety of structured and play-based programmes that emphasise the Christian faith.

There is a programme designed to prepare a small group of children, between five and six years of age, for school. There is also a Chinese language and culture programme available for children. These additional services are embraced by parents, who feel the centre has recognised the aspirations that they have for their children.

The centre manager, who is a trustee of MCCT, is supported by the centre's head teacher, lead teachers, teachers and teacher aides. An education advisor works in the Trust's four centres providing additional support.

The Review Findings

Teachers know children and their families well. The start of each day is pleasant, with teachers and families sharing information about children, and children settling into play. The open door policy and the teachers' warm and caring greetings are features valued by the parents spoken to during the ERO review.

Teachers collaboratively design programmes that reflect their own knowledge and interests. The resource-based programme provides time for children to explore the rich range of resources and to enjoy each other's company. Teachers also provide opportunities for children to gain foundational knowledge and skills about literacy, numeracy, science, and Christian values and faith. Teachers work diligently with all age groups to meet the preschool mission statement of "We promise to prepare your children to read and write."

Teachers support children to learn about, and build their knowledge of New Zealand's bicultural heritage. All teachers include some te reo Māori in their conversations with children. Their knowledge about tikanga Māori is growing. Children are encouraged to engage in tuakana/teina relationships with their younger peers and to look after each other. Teachers are beginning to use positive strategies to encourage children to make independent decisions and choices about their behaviour.

Teachers contribute to positive learning outcomes for children. They use teaching practices that give children a sense of themselves as successful learners. Teachers are respectful and responsive in their relationships with children. They recognise children's strengths and provide opportunities for children to lead their learning. This sense of ako, learning together, supports teachers' thinking about their work with children. Teachers and the service are very responsive to the requirements of children with diverse needs. The inclusive nature of teachers' practice is a positive feature of the centre.

Children's portfolios are records of their participation in programmes, their developing dispositions and the experiences they enjoy with their friends. Teachers are beginning to offer opportunities to extend children's ongoing development and learning. Teachers would benefit from professional development to help them strengthen assessment and planning, and evaluation of the quality of their work with children.

Parents speak highly of the centre. They appreciate the positive values their children are learning and the notions of respect for self, others, and for the environment. They have many opportunities to contribute to children's portfolios and to the online communication system that teachers use to share children's progress. There are good transitioning processes in the centre. Families report that children happily move into, through the centre and on to school.

The service is well led by the documented frameworks of MCCT. The principles of Te Tiriti o Waitangi are evident in practice and in documentation. Policies include reference to bicultural intentions and guide teachers' practice. Strategic planning is linked to the annual plan and is currently under review by staff and families.

Effective personnel management systems include a newly developed appraisal process that meets the expectations of the Education Council. The new appraisal system is beginning to impact positively on teaching practices. MCCT provides opportunities for teachers to engage in professional development that is responsive to teachers' needs. Strategic staff appointments match the cultural and language needs of the centre's community. Teachers have opportunities to link up with teachers from the other centres administered by the Trust. This feature strengthens teachers' knowledge and learning through the sharing of good practices.

Key Next Steps

ERO identified the following areas for ongoing improvement. The centre manager and head teacher should continue to:

- support teachers to extend children's interests and strengths using children's self-chosen investigations and play
- use the centre's sound framework for internal evaluation to determine how well *Te Whāriki*, the early childhood curriculum is guiding the programme.

Management Assurance on Legal Requirements

Before the review, the staff and management of Sunshine Christian Preschool 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 Sunshine Christian Preschool will be in three years.



Graham Randell
Deputy Chief Review Officer Northern

3 April 2017

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	Manukau, Auckland	
Ministry of Education profile number	45500	
Licence type	Education & Care Service	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	80 children, including up to 5 aged under 2	
Service roll	74	
Gender composition	Girls 41 Boys 33	
Ethnic composition	Māori Pākehā Chinese Samoan Indian other	14 8 18 13 11 10
Percentage of qualified teachers 0-49% 50-79% 80%+ <i>Based on funding rates</i>	80% +	
Reported ratios of staff to children Over 2	1:7	Better than minimum requirements
Review team on site	February 2017	
Date of this report	3 April 2017	
Most recent ERO report(s) These are available at www.ero.govt.nz	Supplementary Review	June 2014
	Education Review	January 2013

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.