

Babyspace Ltd
Richmond, Nelson
16 March 2015

1 Evaluation of Babyspace Ltd

How well placed is Babyspace Ltd to promote positive learning outcomes for children?

Not well placed

Requires further
development

Well placed

Very well placed

Babyspace Ltd is *well placed* to promote positive learning outcomes for children.

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

Background

Babyspace Ltd is a small centre that provides for children from six months to three years. The owner/manager is an experienced early childhood teacher who works in the centre. The majority of staff are registered early childhood teachers. All staff are experienced in early childhood education and have worked at the centre for a number of years. The centre maintains high adult-to-child ratios.

The centre philosophy is based on *Te Whāriki*, the New Zealand Early Childhood Curriculum, the Treaty of Waitangi and Pikler principles. Each child has a primary caregiver.

Since the August 2011 ERO review report, the centre has made significant progress in strengthening the inclusion of te reo and tikanga Māori. The philosophy has been reviewed and the outdoor environment has been developed further to provide natural and well-resourced play areas for children.

The Review Findings

Teachers provide a calm and inclusive environment for children to develop and learn. Children are well supported by their teachers who have an in-depth knowledge of each child.

The high adult-to-child ratio helps to ensure teachers respond promptly to individuals and spend considerable time with children to support their play and wellbeing. ERO observed children who were happy, settled and involved in their play for long periods of time.

The programme provides children with many opportunities to make choices and confidently explore the environment. Teachers actively promote language development through the conversations that they have with children. They listen to children carefully and provide resources to help them develop their ideas further.

Routines are well integrated into the programme in sensitive and respectful ways. Teachers make good use of these occasions to strengthen their relationships with the children. The centre has well developed systems for teachers to share information about children. This helps to ensure that teachers are familiar with the best ways to settle each child and meet their daily needs.

Teachers and children are respectful and proud of New Zealand's bicultural heritage. Te reo and tikanga Māori are clearly evident in the language that teachers use, centre protocols, celebrations and the environment. Māori parents provide support to staff to increase their knowledge, skills and confidence. The teachers also make good use of professional development to increase their knowledge and use of effective practice.

Child assessment is well used to show children's learning, progress and the depth of knowledge teachers have about each child and family. Parent opinions are actively sought. Their goals and aspirations for their children are regularly followed up in the children's assessments. Teachers and parents work together to ensure children's cultural heritage is recognised and interwoven into the programme.

Children with special needs and their families are well supported within the programme, assessments and planning.

The centre has a number of good management systems and practices to sustain and improve learning and teaching. These well-developed and used processes include:

- the recently reviewed philosophy that clearly states the centre values and expectations for learning and teaching
- self reviews that identify what is going well, where improvements are needed and the close monitoring action plans
- regularly seeking and using parents' views and opinions to inform decisions about teaching, learning and centre organisation.

Key Next Steps

The managers and ERO agree that the next key steps for the centre include improving:

- the quality and usefulness of strategic plans
- completing staff appraisals and evaluating the effectiveness of the process
- extending child assessments and plans.

Management Assurance on Legal Requirements

Before the review, the staff and management of Babyspace Ltd completed an *ERO Centre Assurance Statement and Self-Audit Checklist*. In these documents they attested that they select 'have' or 'have not' 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:

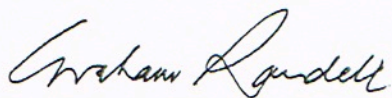
- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; hygiene; excursion policies and procedures)
- suitable staffing (including qualification levels; police vetting; teacher registration; ratios)
- evacuation 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 Babyspace Ltd will be in three years.



Graham Randell
Deputy Chief Review Officer
Southern Region

16 March 2015

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.