

Saint Kentigern Preschool Education Review

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1 Evaluation of the Service

How well placed is the service to promote positive outcomes for children?

Saint Kentigern Preschool is very well placed to promote positive outcomes for children's wellbeing and learning.

Context

Saint Kentigern Preschool is located on the same site as Saint Kentigern Girls' School in Remuera. It is a newly developed centre to cater for three and four year old children. Many of the children will later attend St Kentigern Girls' School and St Kentigern Boys' School.

Links to the wider Saint Kentigern community are evident. Overarching values of love, integrity, respect, excellence and service are strongly upheld and guide the philosophy of the preschool. Emphasis is placed on the transition to school programme that focuses on literacy and numeracy. Teachers are well qualified and experienced.

This is ERO's first review of the centre.

Review Findings

Children display a sense of security and a strong sense of belonging. Transitioning to the preschool is well supported through welcoming pre-visits where children and parents are introduced to the values and the ways of the preschool. Positive interactions with other children and with adults are evident. Children are treated as individuals and they benefit from the high ratio of teacher to children.

Children play and learn in a well resourced, stimulating and print-rich environment. The centre's inclusive programme accommodates all children. Teachers plan flexible daily programmes that involve children in learning through play and interactive conversations with peers and adults. Group and individual learning experiences allow children freedom of choice and stimulate their curiosity.

Children are engaged and positive learners. Teachers are responsive to children's interests. They create high quality programmes that integrate literacy, numeracy and science, and give children experiences that include environmental initiatives and opportunities to learn te reo Māori and French. Children's interests are broadly used to plan activities and trips outside the centre.

Teachers work in partnership with parents to promote children's learning. Parents are well informed through effective communication approaches. Children's assessment portfolios provide parents with information about children's involvement in the programme and document children's literacy and developmental progress. Teachers are responsive to parent feedback.

Well developed procedures are in place to support children's preparation for school. Teachers from the primary schools regularly visit the preschool and take time to get to know the children and for the children to know them. Visits are planned for children by both schools and preschool. Preschool teachers share children's progress and development skills with the school staff.

The supportive preschool director models positive leadership to staff and families. She is collaborative and consultative. Self review is planned and improvement focused with ongoing consultation. Open and collaborative decision making is focused on what is best for children.

Key Next Steps

The preschool director and teachers recognise that their next steps include:

- continuing to evaluate the impact of the programme on children's learning and the extent to which it is responsive to children's interests
- building teachers' confidence use te reo Māori as part of their commitment to promoting biculturalism.

The Purpose of an ERO Report

Education reviews in early childhood services focus on the factors that contribute to positive outcomes for children. We work with early childhood services to identify their strengths and the areas they need to review and develop. Early childhood services take part in the review process and are expected to make use of the findings to enhance children's learning and wellbeing.

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2 Legal Requirements

Management Assurance on Legal Requirements

Before the review, the staff and management of Saint Kentigern 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.

3 Next Review

When is ERO likely to review the early childhood service again?

ERO is likely to carry out the next review in three years.

Dale Bailey
National Manager Review Services
Northern Region

24 May 2013

Information about the Early Childhood Service

Location	Remuera, Auckland		
Ministry of Education profile number	45629		
Licence type	All Day Education and Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	50 children, including up to 0 aged under 2		
Service roll	64		
Gender composition	Boys 32 Girls 32		
Ethnic composition	NZ European/Pākehā	40	
	Fijian	1	
	British	5	
	Chinese	5	
	Other Asian	5	
	Australian	4	
	Other	4	
Percentage of qualified teachers	80% +		
Reported ratios of staff to children	Under 2	Not applicable	
	Over 2	1:5	Exceeds minimum requirements
Review team on site	March 2013		
Date of this report	24 May 2013		
Most recent ERO report(s)	No previous ERO reports		

General Information about Early Childhood Reviews

About ERO Reviews

The Education Review Office (ERO) is the New Zealand government department that reviews schools and early childhood services throughout New Zealand.

Review focus

ERO's education reviews in early childhood services focus on the factors that contribute to positive learning outcomes for children. ERO evaluates how well placed the service is to make and sustain improvements for the benefit of all children at the service. To reach these findings ERO considers:

- 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 self review and partnerships with parents and whānau.

Review Coverage

ERO reviews do not cover every aspect of service performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to positive outcomes for children and useful to the service.