

**Lancaster Learning Centre  
Beach Haven, Auckland**

**Confirmed**

**Education Review Report**

# Lancaster Learning Centre

## Beach Haven, Auckland

### 15 May 2015

## 1 Evaluation of Lancaster Learning Centre

How well placed is Lancaster 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

Lancaster Learning Centre is located in Beach Haven, on Auckland's North Shore. It provides full day care and education for up to 35 children from six months to school age. Children of all ages play together across the centre. The centre philosophy expresses a commitment to supporting children to become confident and curious, to promoting partnerships with parents, and to acknowledging the Treaty of Waitangi.

The family owned centre has appointed a family member to manage the centre and lead the staff of nine teachers and a full time cook. Teachers have regular professional development and are encouraged to attend externally facilitated courses through the provision of release time. The recently appointed centre manager oversees the daily operations, works collaboratively with teachers and delegates various leadership roles within the teaching team.

The owners' vision for the centre has been entrusted to the management team for implementation. A programme of self review identifies areas for further development and improvement. The management team and owners continue to work collaboratively to refine this review process.

The centre has a small number of children with Māori, Pacific or Asian backgrounds. The owner and teachers continue to encourage centre families to share their aspirations and cultural heritage as part of ongoing efforts to meet the diverse learning interests of all children.

In 2012 ERO commented on the positive atmosphere and warm relationships in the centre. The report affirmed the centre's flexible routines, teachers' support for children's play, the programme for infants and toddlers, assessment and planning systems, and staff interactions with families and whānau. Teachers were considering ways to strengthen learning programmes and to establish self-review processes. This 2015 ERO report finds that positive features of the programme have been sustained. Work continues on self review, biculturalism and strategies to extend children's learning

### The Review Findings

Children are confident, happy and friendly. They are warmly welcomed by adults and settle quickly to activities of interest on arrival. Children interact enthusiastically with adults and work well with each other on ongoing projects. They have good opportunities to develop self-help skills. Children engage in sustained social play and have many opportunities for imaginative and creative play. Teachers continue to develop tikanga and te reo Māori practices. Children are likely to benefit from further learning about their dual cultural heritage of Aotearoa.

Teachers consistently support children's relaxed pace of play. They engage children in conversations about their interests and encourage them to share ideas and work cooperatively. Teachers know children well and skilfully respond to their individual personalities and strengths. They use strategies to develop children's learning through play. They make good use of information about children's individual and group interests to monitor and extend children's learning and progress over time.

Centre owners have built strong connections with parents and whānau. They use several good strategies to keep families well informed and to enable parents to contribute to children's learning. Parents enjoy the family-like atmosphere at the centre. They report confidence in the centre and value communication about their children's learning. They approach teachers with ease, and often enjoy participating in activities with their children when they visit the centre.

The centre manager works with teachers to consistently reflect on the quality of programme planning, assessment and evaluation. They have some useful self-review processes, including those for evaluating each child's progress every six months and sharing these evaluations with parents.

The owners have yet to formalise a vision statement to guide the direction of the centre. They also need to develop a strategic plan and an effective annual plan that identifies goals and strategies for ongoing improvement. Centre owners and the management team have further identified the need to review and improve their teacher appraisal process, so that it includes provision for teachers to demonstrate how they are meeting the Registered Teacher Criteria.

### **Key Next Steps**

Centre owners and managers should now focus on embedding effective management and leadership practices. They agree that key next steps should include:

- strengthening the centre's strategic direction through an effective strategic and annual plan
- implementing a robust performance management and appraisal system
- continuing to develop self-review processes and strategies
- continuing to refine programme planning to better extend children's learning and promote a more bicultural curriculum
- developing a comprehensive policy and procedures for the collection, storage, use, sharing and disclosure of personal information about children, in accordance with requirements of the Privacy Act 1993.

### **Management Assurance on Legal Requirements**

Before the review, the staff and management of Lancaster 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.

### **Next ERO Review**

#### **When is ERO likely to review the service again?**

The next ERO review of Lancaster Learning Centre will be in three years.



Dale Bailey  
Deputy Chief Review Officer Northern

15 May 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.

## 2 Information about the Early Childhood Service

Location	Beach Haven, Auckland		
Ministry of Education profile number	20016		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	35 children, including up to 8 aged under 2		
Service roll	45		
Gender composition	Boys	25	
	Girls	20	
Ethnic composition	Māori		7
	NZ European/Pākehā		23
	African		2
	Niue		2
	Chinese		1
	Samoan		1
	other		9
Percentage of qualified teachers			
0-49%	50-79%	80%+	
<i>Based on funding rates</i>	80% +		
Reported ratios of staff to children	Under 2	1:3	Better than minimum requirements
	Over 2	1:6	Better than minimum requirements
Review team on site	February 2015		
Date of this report	15 May 2015		
Most recent ERO report(s)	Education Review		March 2012
These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review		October 2008
	Education Review		December 2007

### 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.