



Education Review Office

Te Tari Arotake Mātauranga

ERO evaluates and reports on the education and care of children and young people in early childhood services and schools.



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Oakura Playcentre - 15/08/2017

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1 Evaluation of Oakura Playcentre

How well placed is Oakura Playcentre to promote positive learning outcomes for children?

Not well

placed

further

development

Well placed

Very well
placed

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

Background

Oakura Playcentre is situated south of New Plymouth along the coast. It operates five morning sessions and one afternoon a week and caters for 30 children including up to 15 aged under two years. Many families have joined the centre since the 2014 ERO review.

The playcentre is one of 17 parent-led early learning services administered by the Taranaki Playcentre Association (the association). A management team of elected volunteers implements the directives of playcentre governance and provides the adult education programme, guidance and support for members.

Centre supporters are employed by the association to regularly visit playcentres. Their role is to provide professional advice and feedback to strengthen practice and promote improvement. Responsibility for day-to-day operation is undertaken by centre-elected office holders. Parents share the duties associated with implementing the daily programme.

The New Zealand Playcentre Federation is planning a significant restructure in 2017 that includes amalgamating associations. Playcentres will become part of a regional hub, supported by a regional manager and support persons.

The January 2014 ERO report for Oakura Playcentre identified that development of assessment, planning, self review and the quality of teaching interactions was needed. Centre members have made positive progress in responding to these areas.

This review was part of a cluster of seven playcentre reviews in the Taranaki Playcentre Association.

The Review Findings

The association philosophy of parent-led education and child-initiated play is valued by centre members and reflected in practice. The principles and strands of *Te Whāriki*, the early childhood curriculum, underpin practice to promote positive outcomes for children. A commitment to honouring Te Tiriti o Waitangi is evident across the organisation.

Children's interests and independence are well supported by parent educators. They confidently

make choices and decisions about their involvement in play. Relationships are warm and encouraging and contribute to developing a sense of belonging to the playcentre for everyone.

Children are actively involved in their play with and alongside others. Adults make good use of interactions with children to extend their play. Centre routines and rituals are unhurried and relaxed.

Visits to the local school are well established and assist children and families as they move to school. Children with additional learning needs are well supported.

Sound processes guide adults to notice, recognise and respond to children's learning. Members are committed to ongoing improvement and deepening these systems. Portfolios show learning progress over time. There is an increased focus on celebrating aspects of te ao Māori.

Adults have made good use of self review to strengthen assessment and planning for children's learning. More clearly showing the impact of adults' planned strategies on children's outcomes is a next step.

Leadership is collective, cooperative and involves shared decision making. New information and training is shared with all families to strengthen the programme and operation. Continuing to build understanding of playcentre's approach remains an ongoing focus.

The association's Māori representative of Puriri Whakamaru o Taranaki, supports centre members to gain further understandings of te ao Māori. This aspect is developing well as an integral part of the curriculum. Association and centre leaders should use strategic planning and internal evaluation to ensure the good practice occurring is sustained and continues to be built on.

The centre support person provides useful written reports on centre environmental developments and programme practices. These have a focus on outcomes for children and identification of next steps for centre members to improve teaching and learning.

Appraisal for centre supporters requires strengthening. This process, to enhance outcomes for children and their families, should: include more focused goals that build their capability; and provide more regular and targeted feedback and feed forward about supportive practices.

Key Next Steps

The association should continue to support centre members to:

- embed assessment, planning and evaluation processes
- build on bicultural practices
- further grow internal evaluation.

The association should:

- improve appraisal for the centre support people to respond to individual needs and identify professional development to grow them in their leadership roles
- continue to build centre support staff knowledge and capability to undertake effective internal evaluation.

Management Assurance on Legal Requirements

Before the review, the staff and management of Oakura Playcentre 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 Oakura Playcentre will be in three years.

Alan Wynyard

Deputy Chief Review Officer Central (Acting)

15 August 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 Oakura
Ministry of Education 50020
profile number Licence type Playcentre
Licensed under Education (Early Childhood Services) Regulations 2008
Number licensed for 30 children, including up to 15 aged under 2
Service roll 42
Gender composition Girls 25, Boys 17
Ethnic composition Maori Pākehā Other ethnic groups 7 23 12
Reported Under ratios of 2 adults to 1:1 children Better than minimum requirements
Over 2 1:3 Better than

minimum
requirements

Review team on site
June 2017

Date of this report
15 August 2017

Most recent ERO
Education Review
report(s)
January 2014

Education Review
November
2010

Education Review
March 2006

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.

OAKURA PLAYCENTRE REPORTS

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