

6 November 2009

## **To the Parents and Community of Oanaka Educare Ltd 1**

These are the findings of the Education Review Office's latest report on **Oanaka Educare Ltd 1**.

Oanaka Educare is a new early childhood service located in Wanaka. The facility is purpose built and has been operating for 18 months under two licensees. Oanaka Educare 1, known as Kanuka, provides education and care for infants up to age two. Oanaka Educare 2 comprises two rooms – Kahikatea, for children three to five years and Kowhai, for children 18 months to three years of age. Oanaka 2 is not reviewed in this report.

The focus of this review is the quality of education. This covers the quality of the programme, learning environment, interactions and the way these contribute to children's learning and development. As with all early childhood services currently being reviewed, ERO is investigating how the centre provides for Māori children and how well they ensure children's health and safety.

The director and teachers have made good progress in establishing effective management and operational systems. The director provides high expectations for teaching practice and for the learning programme. The head teacher has developed effective curriculum management systems. These include regular observation of teachers' practice, feedback and goal setting to continually improve teaching and learning outcomes for children.

The Kanuka environment has been purpose built to meet the particular learning and development needs of infants and toddlers. Children have easy access to a good range of learning resources. Respectful reciprocal relationships between teachers, children and families are reflected in the welcoming and friendly culture of the centre.

Other positive features of this centre include:

- predictable and respectful routines that are responsive to children's individual needs and preferences;
- opportunities for children to develop independence and gain confidence; and
- a dedicated teaching team that is focused on quality care and education of children.

Teachers value their families. They are sensitive in their approaches with families and provide many opportunities to discuss learning goals for individual children. Teachers could now include more aspects of Māori culture in the programme to reflect the bicultural nature of Aotearoa New Zealand.

Other next steps to further improve learning outcomes for children include:

- continuing to develop the environment, and in ways that invite children's exploration; and
- strengthening the scope and depth of the self-review process.

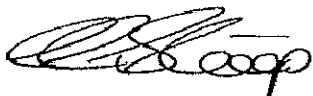
The director has developed effective systems to provide a healthy and safe environment for children.

### **Future Action**

ERO is confident that the service is being managed in the interests of the children. Therefore ERO is likely to review the service again as part of the regular review cycle.

When ERO has reviewed an early childhood centre we encourage management to inform their community of any follow up action they plan to take. You should talk to the management or licensee if you have any questions about this evaluation, the full ERO report or their future intentions.

If you would like a copy of the full report, please contact the centre or see the ERO website, <http://www.ero.govt.nz>.



Dr Graham Stoop  
Chief Review Officer

6 November 2009

## **To the Parents and Community of Oanaka Educare Ltd 2**

These are the findings of the Education Review Office's latest report on **Oanaka Educare Ltd 2**.

Oanaka Educare is a new early childhood service located in Wanaka. The facility is purpose build and has a spacious outdoor area. The service has been open for 18 months and operates under two licensees. Oanaka Educare 2 comprises of two rooms - Kahikatea for children 3 years to five years of age and Kowhai for children 18 months to three years of age. Oanaka Educare 1, known as Kanuka, provides education and care for infants up to a maximum age of two and is not reviewed in this report.

The focus of this review is the quality of education. This covers the quality of the programme, learning environment, interactions and the way these contribute to children's learning and development. As with all early childhood services currently being reviewed, ERO is investigating how the centre provides for Māori children and how well they ensure children's health and safety.

The owner-operators (directors/managers) of the Oanaka Educare services have established good structures and systems that support the service to run effectively. A head teacher has overall responsibility for curriculum development and the quality of teaching across the service. She formally observes teachers regularly and provides effective guidance and support through written reports that she also shares with the directors. The level of professional support for teachers and their practice has resulted in good quality consistent practice across the service. Teachers are reflective and focused on the continuous improvement of their learning programmes and practices.

The teachers in each of the rooms work effectively together. They are friendly and welcoming and have established respectful, supportive relationships with families and the children. Children enjoy being at the centre. They settle quickly and then confidently play alone or with others engaging in a range of activities and experiences. The teachers' planning shows that children experience a wide variety of activities that support their interests and promote learning. Children can choose to work with a range of accessible resources and can explore and experiment with good quality outdoor equipment.

Children have a range of opportunities for language development and literacy. Teachers interact with children positively. They are caring and nurturing and affirm the children's accomplishments and efforts. Children are confident to express their wants and needs and know the teachers' expectations for behaviour. Teachers take time to allow children the space and time to work in an unhurried manner. They respect the children's wishes and views and are sensitive and responsive to their verbal and non-verbal cues.

Teachers plan to further develop the learning programmes through improvements to their self-review processes and practices. They need to continue to build more aspects of Māori culture in the programme to reflect the bicultural nature of Aotearoa New Zealand. Now that the service has been in operation for 18 months and programmes and practices have been established, it is timely to introduce evaluation practices and widen the scope of self review.

The director has developed effective systems to provide a healthy and safe environment for children.

### **Future Action**

ERO is confident that the service is being managed in the interests of the children. Therefore ERO is likely to review the service again as part of the regular review cycle.

When ERO has reviewed an early childhood centre we encourage management to inform their community of any follow up action they plan to take. You should talk to the management or licensee if you have any questions about this evaluation, the full ERO report or their future intentions.

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