



**Education Review Office**  
Te Tari Arotake Mātauranga

**Tiny Tuis Early Learning Centre  
Mt Wellington, Auckland**

**Confirmed**

**Education Review Report**

# Tiny Tuis Early Learning Centre

## Mt Wellington, Auckland

12 June 2020

### 1 Evaluation of Tiny Tuis Early Learning Centre

How well placed is Tiny Tuis Early 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

Tiny Tuis Early Learning Centre is licensed to provide full-time education and care for 100 children, including up to 35 under two years of age. Four learning areas cater for different age groups. Families are from culturally diverse backgrounds, including a small number of Māori children.

The centre is staffed by 17 registered teachers including the centre manager. In 2018 a full-time pedagogical leader role was established to support teachers in assessment, planning and evaluation of the curriculum. The owner remains actively involved in centre operations. A cook prepares meals on site.

The centre philosophy is based on *Te Whāriki*, the early childhood curriculum, and the respectful practices of Magda Gerber and Emmi Pikler. Values of respect, inclusiveness and partnership guide teacher practices and curriculum implementation.

Many aspects noted in ERO's 2015 report have been maintained, including positive partnerships with parents. Teachers engaged in professional development, strengthened internal evaluation processes and improved transitions through the centre, including primary caregiving for infants. The enrichment programme for older children continues to be a feature of the programme that is highly valued by parents.

#### The Review Findings

Children are supported to be confident, independent explorers with a strong sense of belonging. They know teacher expectations, have a positive attitude to learning and relate well to others. They have fun as they learn through play.

Teachers understand the special characteristics of infants and toddlers. They maintain a calm environment in which these young children benefit from individualised nurturing and respectful care. Teachers provide well for toddlers' needs for strong and secure attachments. Children have opportunities to try new things at an unhurried pace.

Children's wellbeing and social competence are nurtured through affirming, supportive interactions and respectful relationships. Teachers are attentive and responsive to children's ideas, needs and preferences. Transition into and through the centre is carefully managed, benefiting children and families.

Teachers know the children well. They listen carefully and encourage them to share ideas. Teachers skilfully foster children's oral language development and affirm children using their home languages. Some teachers talk with children in their home language. Teachers provide good opportunities for children to develop their physical skills and join in group activities. Literacy, mathematics and science concepts are integrated through spontaneous play and planned activities.

Children learn in a calm, aesthetically pleasing environment that reflects the values and learning priorities of the centre, and teachers' respect for te ao Māori and children's family backgrounds. Vibrant and interesting displays show children engaged in learning with clear connections between assessment, planning and evaluation. Teachers work in partnership with families and external agencies to support children with additional learning needs.

Assessment records provide good information about children's involvement in the programme. Effective use of online tools allows families to have access to information about their child's day and learning. Families frequently access this information, provide positive feedback, share aspirations and contribute to planning for their child's learning.

Teachers work collaboratively to enact the centre philosophy. They have good opportunities to take on leadership roles, attend professional development and share expertise.

There are well-established governance and management processes. A clear vision and a sound strategic plan guide centre development. Comprehensive policies and procedures guide health and safety practices. Centre leaders are proactive, and improvement focused with high expectations of positive outcomes for children. Internal evaluation informs decision making to enhance the programme provided for children.

## **Key Next Steps**

The centre leaders agree that next steps include:

- increasingly recording children's thinking and ideas about their learning and progress
- continuing to evaluate how effectively teaching strategies and practices respond to the cultures, languages and identities of all children
- increasing resources that enhance opportunities for children to be creative, imaginative and innovative.

## **Management Assurance on Legal Requirements**

Before the review, the staff and management of Tiny Tuis Early 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.



Steve Tanner  
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Northern Region - Te Tai Raki

12 June 2020

## 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	Mt Wellington, Auckland		
Ministry of Education profile number	46095		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	100 children, including up to 35 aged under 2 years		
Service roll	123		
Gender composition	Girls 54% Boys 46%		
Ethnic composition	Māori	8%	
	NZ European/Pākehā	59%	
	Chinese	16%	
	Sri Lankan	4%	
	other ethnic groups	13%	
Percentage of qualified teachers	80% +		
Reported ratios of staff to children	Under 2	1:3	Better than minimum requirements
	Over 2	1:7	Better than minimum requirements
Review team on site	February 2020		
Date of this report	12 June 2020		
Most recent ERO report(s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review	November 2015	

### 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

The overall judgement that ERO makes will depend on how well the service promotes positive learning outcomes for children. The categories are:

- Very well placed
- Well placed
- Requires further development
- Not well placed

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.