



**Education Review Office**  
Te Tari Arotake Mātauranga

**Little Pioneers  
Bombay**

**Confirmed**

**Education Review Report**

# Little Pioneers

## Bombay

### 4 September 2018

## 1 Evaluation of Little Pioneers

How well placed is Little Pioneers to promote positive learning outcomes for children?

Not well placed	Requires further development	Well placed	<b>Very well placed</b>
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ERO's findings that support this overall judgement are summarised below.

### Background

Little Pioneers is a privately owned, full-day education and care service situated in the Bombay Hills. Since the last Education Review in 2015 the centre has had its operating licence changed by the Ministry of Education. It is now licensed for 42 children over the age of two, with the majority of the children being aged three years to school age. Children under three years and infants are now being cared for in their nearby centre, under the same ownership. At the time of this review 52 children were enrolled, mostly of New Zealand European heritage. The centre roll also includes a small number of Māori children and some from other nationalities.

The qualified leadership team includes the centre owner. Since the last ERO review, a new centre manager and head teacher have been appointed to oversee the day-to-day running of the service. The teaching team includes both qualified and unqualified early childhood teachers who are employed in full or part-time positions.

The centre's philosophy aims to promote the value of children leading their learning through play. Leaders and teachers respect that through play and movement, children can view themselves as capable and confident learners in preparation for more formal learning. The centre values relationships with children, families and the local community, encouraging social skills and friendships.

Little Pioneers has a positive reporting history with ERO and has responded well to the areas identified in the 2015 report.

### The Review Findings

The rich, localised curriculum is highly responsive to children's emerging interests. Leaders and teachers have documented priorities for learning based on the *Te Whāriki*: early childhood curriculum, and have included the shared values of the community and families. Features of the play-based programme include:

- excursions within the local and extended community
- learning about life cycles, nature, science and mathematics
- strong foundations for literacy learning in meaningful contexts and a print-rich environment

- opportunities for children to take risks, problem solve, and develop their creativity and imagination.

A developing bicultural curriculum is in place. Māori and other children experience learning about Māori legends, celebrations such as Matariki, artworks and waiata. Teachers and leaders agree to continue on their journey to further strengthen aspects of the bicultural curriculum, including increased use of te reo Māori and learning about the local iwi and Māori history. Assessment and planning of learning is captured in portfolios and online in a digital format. Children are well supported to develop as capable and confident learners.

Teachers skilfully extend children’s learning through intentional teaching strategies. Children with additional learning needs are well supported with inclusive practices. The environment is well planned to cater for diverse interests and abilities. Children were observed engaging in sustained and complex learning. Positive, respectful relationships at all levels are a feature. Transitions are sensitively managed between the two centres, and on to school. Teachers are active community members and know children and families well. Children’s holistic development is supported through strong home and centre partnerships.

Leaders establish a culture in which children are celebrated, affirmed for who they are and what they bring to their learning. They have a strong commitment to enacting the shared philosophy and model highly-effective teaching practice, mentoring and coaching other teachers within the service. Leaders are actively involved in the local and wider education community. They advocate for quality early childhood practices, providing forums to share ideas and knowledge with parents and other local teachers. Children and their families develop a strong sense of belonging at the centre.

Management has highly-effective systems and processes to guide centre operations. The appraisal system for teachers includes links to the Ministry of Education document Tātaiko. Teachers need further support and can deepen their knowledge of culturally responsive teaching by using this framework in more depth. The strategic and annual plans are aligned and focussed on improvement. Highly-effective internal evaluation leads to improved outcomes for children. Management consults widely with families and the community. Informed decisions are made in the best interests of children and the quality of education.

### **Key Next Steps**

Leaders and teachers need to continue to strengthen the bicultural curriculum and their knowledge of culturally responsive teaching practices.

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

Before the review, the staff and management of Little Pioneers 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 Little Pioneers will be in four years.



Adrienne Fowler  
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Te Tai Miringa - Waikato / Bay of Plenty Region

4 September 2018

### **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	Bombay	
Ministry of Education profile number	46318	
Licence type	Education & Care Service	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	42 children, including up to 0 aged under 2	
Service roll	52	
Gender composition	Boys	35
	Girls	17
Ethnic composition	Māori	2
	Pākehā	45
	Other ethnic groups	5
Percentage of qualified teachers	80% +	
Reported ratios of staff to children	Over 2	Better than minimum requirements
	1:8	
Review team on site	July 2018	
Date of this report	4 September 2018	
Most recent ERO report(s)		
These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review	September 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 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.