



Education Review Office
Te Tari Arotake Mātauranga

**Hedgehog House Early Learning Centre
Point Chevalier, Auckland**

Confirmed

Education Review Report

Hedgehog House Early Learning Centre

Point Chevalier, Auckland

9 February 2018

1 Evaluation of Hedgehog House Early Learning Centre

How well placed is Hedgehog House Early Learning Centre to promote positive learning outcomes for children?

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

Background

Hedgehog House Early Learning Centre is located in Point Chevalier. It offers sessional and all day education and care for up to 24 children over 2 years of age. The centre has been part of the community for 30 years.

The current owner purchased and renamed the centre in 2017. It was formerly known as Stylee Kids. The owner is committed to building strong relationships and strengthening learning partnerships with whānau.

The centre's philosophy recognises the importance of partnerships with families. It focuses on children becoming independent, lifelong learners. The philosophy celebrates and values the cultural diversity in the community and makes links with *Te Whāriki*, the early childhood curriculum.

The new management team has a focus on responding to the next steps identified in ERO's 2014 report. Areas for development included self review, bicultural practices and curriculum management. Recent changes have addressed some of these areas.

The Review Findings

Children are confident, independent learners and display a strong sense of belonging. They enjoy warm, respectful relationships with adults and each other, play cooperatively, and share ideas in a calm, settled environment. Transitions and routines are unhurried. There are opportunities for uninterrupted play as well as group learning activities that promote cooperation and collaboration.

Teachers work closely alongside the children, nurturing their language and independence. They listen to children's ideas and offer opportunities to test their working theories. Children's knowledge and interests are extended through a variety of learning experiences. Literacy, numeracy and natural science are integrated into play activities. It is timely now to consider how teachers document children's prior knowledge and ideas. Linking this information to programme planning will help to strengthen opportunities for investigation and inquiry.

Well-presented portfolios inform parents about their children's learning journey. Teachers are deepening their knowledge of good quality planning and assessment. They could be supported to extend and evaluate child-led learning, and to show continuity of learning in assessment documentation.

Respect for biculturalism is evident in the environment and the centre practices. Teachers use te reo Māori confidently during the session, and tikanga practices are integrated into learning experiences. Displays indicate teachers' commitment to bicultural practice and the recognition of Māori children's cultural identity. Displays showcase children's sense of belonging through pepeha.

The environment is attractively presented. There is an easy flow from the indoors to a large outdoor play area. There are opportunities for physical activity as well as quiet spaces for independent play. Large photos illustrate children's participation in ongoing exploration and interests.

Internal evaluation practices are being re-established under the new leadership. An increased focus on evaluating the impact of the curriculum on outcomes for children will support the centre's positive direction. Evaluation findings will help inform appraisal goals and future professional learning.

Leaders are reviewing current roles and responsibilities to improve centre operations. It is timely to consider ways to develop and strengthen a collaborative and cohesive team culture.

The centre manager/owner is conscientious, highly motivated and eager to ensure the sustainability of the centre. A clear vision and well considered strategic plan drive continual improvement. Good communication opportunities are in place to keep parents informed. Parents have responded favourably to the recent changes in the centre.

Key Next Steps

Centre leaders agree that the next key steps include continuing to:

- promote a collective understanding about child-led learning
- strengthen teachers' reflective practice through appraisal
- develop a cohesive team culture
- develop internal evaluation to strengthen evaluative thinking.

Management Assurance on Legal Requirements

Before the review, the staff and management of Hedgehog House 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.

In order to improve current practice, managers should ensure that:

- risk analysis and management processes are completed prior to going on excursions
- records are kept of regular fire drills
- the positive guidance policy outlines prohibited practices.

Next ERO Review

When is ERO likely to review the service again?

The next ERO review of Hedgehog House Early Learning Centre will be in three years.



Julie Foley
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Te Tai Raki - Northern Region

9 February 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	Point Chevalier, Auckland	
Ministry of Education profile number	20080	
Licence type	Education & Care Service	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	24 children over 2 years of age	
Service roll	22	
Gender composition	Boys 16 Girls 6	
Ethnic composition	Māori Pākehā	3 19
Percentage of qualified teachers	80% +	
Reported ratios of staff to children	Over 2 1:8	Better than minimum requirements
Review team on site	November 2017	
Date of this report	9 February 2018	
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review (as Stylee Kids Early Childhood Centre) Education Review (as Stylee Kids Early Learning Centre)	January 2014 January 2011

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.