



Home Grown Kids (Waikato/BoP)
Tauranga

Confirmed

Education Review Report

Home Grown Kids (Waikato/BoP)

Tauranga

29 June 2016

1 Evaluation of Home Grown Kids (Waikato/BoP)

How well placed is Home Grown Kids (Waikato/BoP) 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

Home Grown Kids is a privately owned home-based education and care service catering for children from birth to school age. Home Grown Kids (Waikato/BOP) is one of seven networks operating nationally. The organisation's structure includes directors, a financial manager and two regional managers who provide effective leadership and support for this home-based education and care network. A visiting teacher is responsible for overseeing the quality of education and care children receive.

The service mission statement focusses on growing, nurturing and learning. The service's philosophy emphasises the importance of strong, reciprocal, responsive relationships within a learning community. It has been strengthened to value and support the bicultural and multicultural nature of families within the service.

This network comprises seven home-based educators and one nanny who operate from homes across the Bay of Plenty. The network caters for 39 children including 3 who identify as Māori. There are 12 children aged under two. The network is licensed for 80 children.

Since the 2012 ERO review governance, leadership and staffing has remained stable. Many areas of good performance identified in the 2012 ERO report remain evident. The service responded constructively to the recommendations of the previous ERO report.

The Review Findings

All children play and learn in a mixed-age, home environment and are provided with safe and comfortable opportunities for play and exploration. Programmes are based on a child-led approach with strong links to the early childhood curriculum, *Te Whāriki*. The visiting teacher enthusiastically promotes positive interactions between educators, nannies and children. She supports effective oral language development, extending children's interests and learning through play and increasing the use of te reo Māori within learning programmes. She encourages educators and nannies to respond to children's interests and learning needs. Literacy, mathematics and science exploration are integrated with and through children's play.

Education and care for children up to two is aligned with current theory and best practice. Placement of babies and toddlers is carefully considered according to individual needs and

requirements, and in consultation with parents and educators. Respectful care routines are promoted along with daily communication with parents about children's routines, individual needs, play and learning.

Attendance at playgroups, organised outings and community events is a regular feature of the programme. This connects children with their local community and promotes learning about how communities work. For some children this also promotes a smooth transition to school and other early childhood education services. The visiting teacher accesses resources to assist educators to extend children's learning.

Regular assessment of children's learning includes input from children and parents, and demonstrates progress and development over time. Educators are encouraged to notice, recognise and respond to children's learning needs. Parents are informed of assessment entries and programme activities through email contact and closed social media forums. This provides opportunities for families to contribute to the children's learning programmes.

Since the 2012 ERO review the service has had a significant focus on its bicultural practice. Educators have been provided with a wide range of useful resources and information to support their practice. A continuing self-review focus aims to increase bicultural practices throughout the service. The visiting teacher is modelling the use of te reo Māori and a greater adherence to simple tikanga Māori practices. Children are benefitting from learning programmes about Matariki.

There is a collaborative approach to leadership. The visiting teacher is encouraged and expected to contribute to strategic decision making within the company. Visiting teachers have opportunities to meet together as a learning community. Professional resources are continually collected, disseminated and discussed. The company provides a well-considered range of both team and individual professional development opportunities, which are aligned to the current strategic direction. There are thorough and comprehensive induction and appraisal systems for the visiting teacher.

The visiting teacher tunes into the learning needs and styles of educators to support them in building their care and teaching practices. She models effective teaching and assessment practices and maintains email contact with parents. Health and safety checks are comprehensive and consistently carried out at all levels of the service.

The Home Grown Kids company provides clear strategic direction that is regularly monitored and adjusted. As a result of professional development internal evaluation is becoming more comprehensive and robust. It is well aligned with the strategic direction and teacher appraisal. Directors and managers have strong networks with other home-based care organisations.

Key Next Steps

The company now needs to:

1. Continue to strengthen internal evaluation processes by:
 - increasing consultation with educators and parents
 - developing a systematic and cyclic approach to curriculum review based on learning through play
 - introducing a formal process for providing constructive feedback to educators.
2. Develop curriculum resources about local Māori history and traditions.

Management Assurance on Legal Requirements

Before the review, the staff and management of Home Grown Kids (Waikato/BoP) completed an ERO Home-based Education and Care 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 Home Grown Kids (Waikato/BoP) will be in three years.



Lynda Pura-Watson
Deputy Chief Review Officer

29 June 2016

2 Information about the Home-based Education and Care Service

Location	Tauranga	
Ministry of Education profile number	30046	
Institution type	Homebased Network	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	80 children, including up to 80 aged under 2	
Service roll	39	
Standard or Quality Funded	Standard	
Gender composition	Boys 23 Girls 16	
Ethnic composition	Māori	3
	Pākehā	23
	Other	13
Number of qualified coordinators in the network	1	
Required ratios of staff educators to children	Under 2	1:2
	Over 2	1:4
Review team on site	May 2016	
Date of this report	29 June 2016	
Most recent ERO report(s)	Education Review	April 2012
These are available at www.ero.govt.nz	Education Review	February 2009
	Education Review	November 2005

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.

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 the draft methodology for ERO reviews in Home-based Education and Care Services: July 2014

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.