



Education Review Office
Te Tari Arotake Mātauranga

**Jemmas Homebased Childcare & Education Service West Auckland
Henderson, Auckland**

Confirmed

Education Review Report

Jemmas Homebased Childcare & Education Service West Auckland Henderson, Auckland 20 January 2021

1 Evaluation of Jemmas Homebased Childcare & Education Service West Auckland

How well placed is Jemmas Homebased Childcare & Education Service West Auckland to promote positive learning outcomes for children?

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

ERO's findings that support this overall judgement are summarised below.

Background

Jemmas Homebased Childcare & Education Service West Auckland is a family owned business operating in the North Island, including networks in Auckland. A quarter of the children enrolled are Māori. Educators provide programmes in their homes for up to four children at a time. The service's philosophy is based on *Te Whāriki*, the early childhood curriculum, and Christian values.

The management team includes two owners, a general manager, team leader and office administrator. The three coordinators, who are registered teachers, have been appointed in the past three years. Coordinators regularly visit children in the educators' homes and support educators to provide for children's learning and wellbeing.

Many positive outcomes identified in ERO's 2017 report continue to be evident, including coordinators providing good guidance to educators to support children's learning.

This review was one of two reviews of Jemma's homebased services in Auckland.

The Review Findings

The service's documents show that children form friendships within their home care groups and have regular opportunities to socialise with others in playgroup settings. Educators provide a wide range of homebased learning opportunities for children.

Children appear settled and engaged within the home and community environments. They are active participants in their learning. Educators and coordinators know children well and respond to their individual needs, interests and abilities.

Partnerships with parents have been strengthened through the service's response to COVID-19. Parent/whānau perspectives contribute to the curriculum and support positive connections with educators and coordinators. Educators and coordinators work together to record children's learning. These good practices could be strengthened by increasing the extent to which children's cultures

and languages are acknowledged and recognised in curriculum records. Assessment and planning could also be more responsive to the specific requirements of infants and toddlers.

Coordinators are developing collaborative ways of working. Their monthly records show they mentor and grow educator's knowledge and skills to support children's learning well. Coordinators could now focus on how they might contribute to the growth of each other's professional practice through reflective analysis and feedback.

The service has been working with an external provider to strengthen their internal evaluation practices. It could now be useful to develop specific improvement goals for the Auckland networks, that link to the strategic direction of the wider organisation.

Key Next Steps

Key next steps are for coordinators to:

- increase the acknowledgement of children's cultures and languages, and the recognition of the specific requirements of infants and toddlers in individual curriculum records
- continue to strengthen bicultural practices to increase children's knowledge of Māori as tangata whenua and to support success for tamariki Māori
- more closely monitor the implementation of the service's health and safety policies and procedures.

Management Assurance on Legal Requirements

Before the review, the staff and management of Jemmas Homebased Childcare & Education Service West Auckland 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.



Steve Tanner
Director Review and Improvement Services Northern
Northern Region | Te Tai Raki

20 January 2021

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 Home-based Education and Care Service

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|---|---|---------------|
| Location | Henderson, Auckland | |
| Ministry of Education profile number | 10209 | |
| Institution type | Homebased Network | |
| Licensed under | Education (Early Childhood Services) Regulations 2008 | |
| Number licensed for | 60 children, including up to 60 aged under 2 | |
| Service roll | 49 | |
| Standard or Quality Funded | Quality | |
| Ethnic composition | Māori | 12 |
| | NZ European/Pākehā | 17 |
| | Filipino | 9 |
| | other ethnicities | 11 |
| Number of qualified coordinators in the network | 3 | |
| Required ratios of staff educators to children | Under 2 | 1:2 |
| | Over 2 | 1:4 |
| Review team on site | September 2020 | |
| Date of this report | 20 January 2021 | |
| Most recent ERO report(s) | Education Review | May 2017 |
| These are available at www.ero.govt.nz | Education Review | December 2012 |
| | Education Review | March 2009 |

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

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.