



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Parkvale Kindergarten

Profile Number: 5297

Location: Hastings

1 ERO's Judgements

[Akarangi | Quality Evaluation](#) evaluates the extent to which this early childhood service has the learning and organisational conditions to support equitable and excellent outcomes for all learners. [Te Ara Poutama Indicators of quality for early childhood education: what matters most](#) are the basis for making judgements about the effectiveness of the service in achieving equity and excellence for all learners. Judgements are made in relation to the Outcomes Indicators, Learning and Organisational Conditions. The [Evaluation Judgement Rubric](#) derived from the indicators, is used to inform ERO's judgements about this service's performance in promoting equity and excellence.

ERO's judgements for Parkvale Kindergarten are as follows:

Outcome Indicators (What the service knows about outcomes for learners)	Whāngai Establishing
<u>Ngā Akatoro Domains</u>	
Learning Conditions	Whāngai Establishing
Organisational Conditions	Whāngai Establishing

2 Context of the Service

Parkvale Kindergarten is one of 16 kindergartens governed and managed by Heretaunga Free Kindergarten Association. Approximately one quarter who attend are Māori and a sixth identify as Pacific. The service is becoming increasingly ethnically diverse. The philosophy values manaakitanga, whanaungatanga, kaitiakitanga and ako.

3 Summary of findings

Children make choices about their learning through a curriculum that advances their sense of autonomy. Younger children's social and emotional competence is promoted. Children's oral language development is fostered through positive teacher-child relationships and sustained conversations. Children have opportunities to use, see and hear some aspects of te ao Māori. Teachers are currently inquiring into how to make all children's identities, languages and cultures visible within the curriculum.

Assessment of children's learning has strengthened since ERO's 2017 report, to better inform planning, curriculum and intentional teaching practices. The learning outcomes from *Te Whāriki*, the early childhood curriculum are variably used through assessment, planning and evaluation. Children with diverse learning needs are well supported through individualised plans to progress their learning. Teachers have identified a need to better understand how well teaching strategies are improving learner outcomes.

Significant change in Association leadership has impacted capacity to progress key next steps identified in previous ERO reports. Leaders are enacting an organisation wide shift to further enable collaboration, relational trust and sustained improvement. A range of new initiatives have been developed. Professional learning opportunities are responsive to teacher learning goals. Some information is generated in relation to the quality of teaching and learning. Leaders are developing their evaluation capabilities, however, evaluation is not yet used to:

- systematically seek evidence about the effectiveness of professional learning processes to improve teaching practice and children's outcomes
- understand the impact of improvement actions in relation to how they contribute to strategic priorities and achieve equitable and excellent outcomes for learners.

4 Improvement actions

Parkvale Kindergarten will include the following actions in its Quality Improvement Planning:

- For leaders and teachers to inquire into their teaching strategies to monitor and evaluate the impact of these on outcomes for all learners.
- Strengthen planning and assessment for learning to deepen the reflection and response to each child's cultures, languages and identity.

Heretaunga Free Kindergarten Association will include the following actions in its Quality Improvement Planning:

- Develop a systematic process that enables leaders to better understand and respond to the teaching and learning needs of each kindergarten.
- Prioritise building internal evaluation capability and leadership at all levels to better monitor and evaluate the impact of improvement actions, including professional learning, on outcomes for individuals and groups of children.

5 Management Assurance on Legal Requirements

Before the review, the staff and management of Parkvale Kindergarten completed an *ERO 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; safety checking; teacher registration; ratios)
- relevant evacuation procedures and practices.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.



Patricia Davey
Director of Early Childhood Education (ECE)

15 September 2023

6 About the Early Childhood Service

Service type	Free Kindergarten
Number licensed for	40 children
Percentage of qualified teachers	100%
Service roll	49
Review team on site	June 2023
Date of this report	15 September 2023
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, December 2017; Education Review, April 2014