



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Camberley Kindergarten

Profile Number: 5288

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 Camberley Kindergarten are as follows:

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

## 2 Context of the Service

Camberley Kindergarten is one of 16 kindergartens governed and managed by Heretaunga Free Kindergarten Association. Most children enrolled are tamariki Māori or of Pacific heritages. There have been recent staff changes. The kindergarten's philosophy emphasises empowerment for all, and it values whanaungatanga, manaakitanga and kaitiakitanga.

### 3 Summary of findings

Children's learning is well supported through a culturally rich curriculum. Whānau Māori and Pacific aiga have authentic opportunities to influence and be involved in decision making. Philosophy values are effectively enacted. Children have meaningful opportunities to hear and use te reo Māori and Samoan language. Tuakana/teina (older/younger) relationships are highly evident and support all learners' social competencies. Children's cultural knowledge is valued.

Children's wellbeing and learning needs are well considered. Teachers work with families and the wider community to support children with diverse learning needs. Younger learners experience a programme that is responsive to their choices and specific requirements. Assessment for learning is underpinned by kaupapa Māori frameworks and identifies children's learning over time. Recent changes are beginning to improve teachers' ability to evaluate successful teaching strategies and recognise barriers to children's learning. Children's identities as successful learners are enhanced.

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 has 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 these contribute to strategic priorities and achieve equitable and excellent outcomes for learners.

### 4 Improvement actions

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

- Embed changes to assessment for learning practices and evaluate the impact in relation to equitable learning outcomes for individuals and groups of children.

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

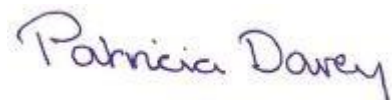
Before the review, the staff and management of Camberley Kindergarten completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- 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)

14 September 2023

## 6 About the Early Childhood Service

Service type	Free Kindergarten
Number licensed for	40 children aged over 2
Percentage of qualified teachers	100%
Service roll	38
Review team on site	June 2023
Date of this report	14 September 2023
Most recent ERO report(s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review, December 2017; Education Review, March 2014