



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Ellen Stevenson Kindergarten

Profile Number: 5291

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 Ellen Stevenson Kindergarten are as follows:

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

2 Context of the Service

Ellen Stevenson Kindergarten is one of 16 kindergartens governed and managed by Heretaunga Free Kindergarten Association. Approximately a half of children enrolled are tamariki Māori, and half are of Pacific heritages. There has been a number of staff changes since the 2018 ERO report. The philosophy encompasses e alofagia oe, whanaungatanga and manākitanga.

3 Summary of findings

Children's learning is well supported by partnerships with families that are focused on learning and wellbeing. Teachers and parents collaborate to support children with diverse learning needs. Tamariki Māori and children of Pacific heritages hear, see and use te reo Māori and Pacific languages in meaningful contexts. Children experience a curriculum that increasingly responds to their cultures, languages and identity.

Children's choice, decision making, and sense of security are well prioritised. Children up to the age of three are encouraged to contribute in their own way and in their own time. Intentional teaching fosters oral language and early maths learning.

Assessment for learning makes visible children's learning over time, and recognises their efforts, successes and challenges. Teachers are growing their collective assessment capabilities to evaluate the impact of identified teaching strategies and to respond to inequities identified through assessment information.

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

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

- Continue to strengthen evaluation of the curriculum to better understand the impact of planned teaching strategies on children's learning, and use this information to promote equitable outcomes.
- Further develop assessment for learning practices to more deeply consider children's cultural knowledge, attributes and skills.

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

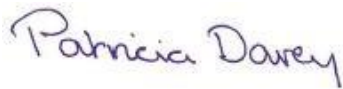
Before the review, the staff and management of Ellen Stevenson Kindergarten completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- 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	40
Review team on site	June 2023
Date of this report	14 September 2023
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, May 2018; Education Review, April 2014