



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Hunter Park Kindergarten

Profile Number: 5300

Location: Waipukurau

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 Hunter Park 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

Hunter Park Kindergarten is one of 16 kindergartens governed and managed by Heretaunga Free Kindergarten Association. Approximately half of children enrolled are tamariki Māori. Significant staff changes have occurred since ERO's 2019 report. The kindergarten's philosophy values relationships, holistic play and upholding the mana of every child.

3 Summary of findings

Children's learning is well supported by growing, learning-focused relationships with families and community. Teachers work collaboratively with parents to respond to children with diverse learning needs. The social and emotional wellbeing of the youngest learners is prioritised. Children's home languages are valued. Response to tamariki Māori is growing as leaders engage with mana whenua to build their understanding and use of previously developed support frameworks. Children hear basic te reo Māori and have opportunities to engage with some tikanga Māori during everyday experiences.

Children's interests, wellbeing and choices inform the curriculum. Philosophy values are consistently enacted. Assessment for learning is affirming. The extent to which assessment identifies progress over time and reflects each child's cultural context is at an early stage. Evaluation of how well the curriculum is promoting equitable learning outcomes, or helping to achieve priorities for learning, is not occurring.

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

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

- Increase opportunities for children to hear and use te reo Māori in meaningful learning contexts.
- Strengthen assessment for learning to better reflect and respond to children's cultural knowledge and attributes, and progress of learning over time.

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 Hunter Park 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 over the age of 2
Percentage of qualified teachers	100%
Service roll	45
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	Akanuku Assurance Review October 2019; Education Review, May 2018