



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Peterhead Kindergarten

Profile Number: 5292

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 Peterhead 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

Peterhead Kindergarten is one of 16 kindergartens governed and managed by Heretaunga Free Kindergarten Association. Most children enrolled are identified as tamariki Māori, and approximately a quarter are of Pacific heritages. There have been recent staffing changes. The philosophy emphasises whakamana, whanaungatanga, manaakitanga, kaitiakitanga, and whakaako.

3 Summary of findings

Children's learning and wellbeing are well supported through learning-focused relationships. Teachers and whānau work collaboratively to ensure children with diverse learning needs participate fully in the curriculum. Tamariki Māori and their whānau are valued and respected. Shared values are embedded within daily teaching and contribute to children's learning. Children hear and use te reo Māori meaningfully. Those of Pacific heritages see their cultures affirmed. Children's sense of belonging is enhanced.

The responsive curriculum fosters children's learning. Teachers intentionally prioritise oral language development and implement a wide range of teaching strategies. Tuakana-teina (older-younger) relationships enable younger learners to develop their social competence. Assessment for children's learning affirms their identities as successful learners and makes visible their progress over time. Staff changes have influenced the consistency of curriculum evaluation, to help understand the impact of teaching on children's learning progress.

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

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

- Continue to build collective team capabilities to evaluate how well planned teaching strategies are promoting the intended outcomes for learners.

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 Peterhead 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	43
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, December 2017; Education Review, April 2014