



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Raureka Kindergarten

Profile Number: 5298

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 Raureka 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

Raureka Kindergarten is one of 16 kindergartens governed and managed by Heretaunga Free Kindergarten Association. Almost half of tamariki attending are of Māori heritage. There have been changes in staffing, including a new head teacher. The service philosophy values children's sense of belonging through manaakitanga and whanaungatanga.

### 3 Summary of findings

Children learn through an inclusive curriculum where their sense of belonging is well promoted. They lead their own learning. Social and emotional competency is prioritised. Children with diverse learning needs are well supported. Learner-focused relationships with whānau Māori promote tamariki Māori success. Children's mana is valued.

Childrens' interests and preferred ways of learning consistently inform the curriculum. Teachers use parents' goals for their children to guide individual learning. They have identified a need to document specific learning goals for each child, to improve planning of intentional teaching and evaluation of how well these promote children's intended learning. ERO affirms this direction.

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

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

- Strengthen planning and evaluation processes to set individual learning goals for children, identify intentional teaching strategies to progress these and understand how well these intended outcomes are being met.

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 Raureka 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	34
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, January 2018; Education Review, May 2014