



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Waipawa Kindergarten

Profile Number: 5302

Location: Waipawa

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 Waipawa 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

Waipawa Kindergarten is one of 16 kindergartens governed and managed by Heretaunga Free Kindergarten Association. Approximately one quarter who attend are Māori, and a small number are of Pacific heritages. There have been recent staff changes. The philosophy emphasises whakawhanaungatanga, ako, whakaute, aroha and manaaki.

3 Summary of findings

Children's learning and wellbeing are supported by established relationships with parents and whānau. Teachers work alongside them and external agencies, enabling children with diverse learning needs to succeed. Whānau and families contribute to a curriculum that increasingly affirms children's cultures, languages and identity. Children hear, and have opportunities to use, some te reo Māori and New Zealand sign language.

Children's preferences, decision-making and interests inform the play-based curriculum. Younger learners' social and emotional development is supported. Assessment for learning is affirming and acknowledges children's efforts, challenges and successes. Teachers are not yet consistently and clearly identifying teaching strategies to support children's goals. This is making it difficult to evaluate how well their teaching is promoting children's progress and equitable outcomes for all learners.

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.

Monitoring of regulatory compliance has not enabled this kindergarten to maintain all requirements.

4 Improvement actions

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

- Strengthen planning for individual children to consistently and clearly identify teaching strategies that support children's learning priorities.
- Continue to build collective understanding of assessment for learning to measure the effectiveness of teaching strategies in relation to children's progress, and to identify and respond to inequities.

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 Waipawa 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.

6 Actions for Compliance

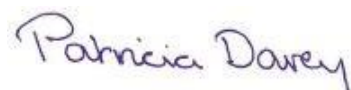
ERO identified the following areas of non-compliance:

- maintaining accident/incident records that are analysed to identify hazards and appropriate action being taken
- ensuring assessment and management of risk are undertaken for regular excursions, adult:child ratios are determined accordingly, and records of regular excursions are kept.

Licensing Criteria for Early Childhood Education and Care services 2008, HS12, HS17.

7 Recommendation to Ministry of Education

ERO recommends the Ministry follows up with the service provider to ensure non-compliances identified in this report are addressed.



Patricia Davey
Director of Early Childhood Education (ECE)

14 September 2023

8 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	63
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, May 2014