



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Irongate Kindergarten

Profile Number: 5293

Location: Flaxmere, 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 Irongate 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

Irongate Kindergarten is one of 16 Kindergartens governed and managed by the Heretaunga Kindergarten Association. Almost half of enrolled children are Māori, and just under half are Samoan or Tongan. The philosophy prioritises ngākau nui-alofa through whanaungatanga – mitamita i lau aganuu, manaakitanga – afio mai and kotahitanga – galulue faatasi.

3 Summary of findings

Children learn in an environment that supports their growing social and emotional wellbeing. Their verbal and non-verbal cues are responded to. Those with diverse learning needs are well supported. They are given space and time to lead their own learning and explore their interests.

Children's cultures are reflected through the curriculum. Leaders and teachers have developed learning partnerships with Pacific families, which has strengthened their cultural knowledge and understanding. Te reo Māori is used in daily practices. Meaningful conversations with whānau Māori to identify what success looks like for their children as tamariki Māori, are being developed.

Teachers are currently developing a system of assessment, planning and evaluation that demonstrates how well children are progressing in relation to the learning outcomes of *Te Whāriki*, the early childhood curriculum. Parents' goals for their children guide their learning. Assessment identifies children's interests and strengths.

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 action

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

- Further develop relationships with whānau Māori to deepen knowledge and understanding of strategies that will support tamariki Māori to succeed.
- Strengthen evaluation of individual learning to identify how well children are progressing in relation to the intended learning outcomes of *Te Whāriki* over time, as a result of planning.

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

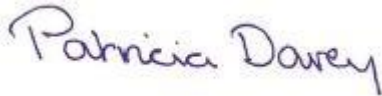
Before the review, the staff and management of Irongate Kindergarten completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- 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)

3 November 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	August 2023
Date of this report	3 November 2023
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, May 2018; Education Review, May 2014