



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Harold Mayo Kindergarten

Profile Number: 5289

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 Harold Mayo Kindergarten are as follows:

<b>Outcome Indicators</b> (What the service knows about outcomes for learners)	Whāngai Establishing
<u>Ngā Akatoro Domains</u>	
<b>Learning Conditions</b>	Whakaū Embedding
<b>Organisational Conditions</b>	Whāngai Establishing

## 2 Context of the Service

Harold Mayo Kindergarten is one of 16 kindergartens governed and managed by Heretaunga Free Kindergarten Association. Almost half of children enrolled are Māori or of Pacific heritages within a diverse roll. The philosophy places value on whanaungatanga. Leaders and teachers work alongside whānau to support children's learning.

### 3 Summary of findings

Children engage in self-directed play, on their own and alongside their peers, supported by responsive teachers. The curriculum increasingly reflects tikanga Māori and some recognised Māori and Pacific ways of being and doing. Teachers work in partnership with parents and whānau to support children's learning and maintain connections to their home context. They intentionally foster developing oral language and early literacy skills. Children and families demonstrate a sense of belonging.

Assessment celebrates children's identity as learners. The goals of *Te Whāriki*, the early childhood curriculum, guide individual planning for children's learning. Teachers are starting to become more intentional in the use of the learning outcomes through these processes. Strategies are in place to promote equitable opportunities for children to learn.

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

Harold Mayo Kindergarten will include the following action in its Quality Improvement Planning:

- Become more consistent and intentional in the use of the intended learning outcomes of *Te Whāriki* through assessment, planning and evaluation.

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

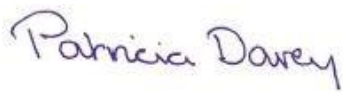
Before the review, the staff and management of Harold Mayo Kindergarten completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- 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 over the age of 2
Percentage of qualified teachers	80-99%
Service roll	44
Review team on site	August 2023
Date of this report	3 November 2023
Most recent ERO report(s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review, May 2018; Education Review, April 2014