



## ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Frederick Street Kindergarten

Profile Number: 55490

Location: Mahora, 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 \(PDF 3.01MB\)](#) are the basis for making judgements about the effectiveness of the service in achieving equity and excellence for all learners. [The Akarangi Quality Evaluation Judgement Rubric \(PDF 91.30KB\)](#) derived from the indicators, is used to inform the ERO's judgements about this service's performance in promoting equity and excellence.

ERO's judgements for Frederick Street Kindergarten are as follows:

Outcome Indicators	ERO's judgement
What the service knows about outcomes for learners	Whakaū Embedding

Ngā Akatoro Domains	ERO's judgement
He Whāriki Motuhake The learner and their learning	Whakaū Embedding
Whakangungu Ngaio Collaborative professional learning builds knowledge and capability	Whakaū Embedding
Ngā Aronga Whai Hua Evaluation for improvement	Whakaū Embedding
Kaihautū Leaders foster collaboration and improvement	Whakaū Embedding
Te Whakaruruhau Stewardship through effective governance and management	Whakawhanake Sustaining

## 2 Context of the Service

Frederick Street Kindergarten is one of three services under shared ownership in Hawkes Bay. The philosophy is based on the principles of whakamana, whanaungatanga and mātauranga. A new general manager was appointed in 2020. She works with senior leaders to enact management responsibilities and lead teaching practice.

## 3 Summary of findings

Children independently access the curriculum through an intentionally designed learning environment. Younger children are well engaged in quieter spaces and smaller groups as they become familiar with the centre. Shared expectations of behaviour, and support for children to understand and regulate emotions, promote predictability and a sense of security. Those with diverse learning needs achieve positive outcomes through the partnership of teachers, caregivers and external agencies. Children freely make choices that enable them to explore and engage with all areas of learning.

Children experience a curriculum grounded by te ao Māori values. They engage in te reo me ngā tikanga. Whānau Māori expertise supports teachers' understanding of te ao Māori within the programme as they continue to develop their practice. Māori children are empowered navigators of their learning.

The cultures, languages and identities of all children are not yet consistently reflected in the environment or documented assessment. Teachers are collaboratively building their knowledge and response to those of Pacific heritage. Samoan children have opportunities to hear their language and culture celebrated. Partnerships with families enable teachers to gain insight into other cultures. Leaders' commitment to Te Tiriti o Waitangi and responding to all cultures is not given prominence through systems and procedures that enhance children's learning.

A range of recently developed processes are building the capability of teachers to use internal evaluation for improvement. They collaborate to critically reflect on the curriculum and teaching, and identify how this influences children's learning. They are yet to consider what is and isn't working for groups of children, to understand how effectively they are achieving equitable outcomes.

The senior leadership team has effective systems and processes to move toward equity and excellence. They have a clear understanding of how well the service is meeting requirements and self-identify next steps for improvement.

## 4 Improvement actions

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

- strengthen the visibility of all children's cultures, languages and identities through the learning environment and assessment
- increase the focus on whether changes in practice are resulting in equitable outcomes for children through internal evaluation
- evaluate how well systems and processes, including those designed to build teaching practice, reflect the service's commitment to Te Tiriti o Waitangi.

## 5 Management Assurance on Legal Requirements

Before the review, the staff and management of Frederick Street Kindergarten completed an *ERO Centre 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; police vetting; teacher registration; ratios)
- evacuation procedures and practices for fire and earthquake.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.



Shelley Booyser  
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Central Region | Te Tai Pūtahi Nui

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## 6 About the Early Childhood Service

Service type	Education and care service
Number licensed for	54 children aged over 2 years.
Percentage of qualified teachers	80%+
Service roll	43
Ethnic composition	Māori 21, NZ European/Pākehā 12, Samoan 4, other ethnic groups 6.
Review team on site	June 2021
Date of this report	26 July 2021
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, February 2014.