



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Frimley Park Kindergarten

Profile Number: 55037

Location: Frimley, 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 Frimley Park Kindergarten are as follows:

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

2 Context of the Service

Frimley Park Kindergarten is one of 16 kindergartens governed and managed by Heretaunga Free Kindergarten Association. Approximately a third of children are Māori, and there are a small number of Pacific learners in an ethnically diverse roll. The kindergarten's priorities are manaakitanga, hauora and ako.

3 Summary of findings

Children benefit from an inclusive, responsive curriculum that clearly aligns to the kindergarten priorities. Teachers foster oral language. This supports children's social and emotional skill development, agency, independence, and decision making. Children's sense of security is promoted as they are able to predict what will happen next. Children demonstrate a strong sense of belonging within the positive, calm, social environment.

The team is building culturally responsive practice through learning te reo Māori. Meaningful cultural artefacts are displayed relevant to mana whenua and aspects of Pacific cultures. Information on children's cultures and home context are beginning to be reflected in assessment documentation.

A recently strengthened process for planning and assessing children's learning is not yet consistently used. Teachers are developing learning-focused partnerships with parents and use their aspirations to inform planning. They are starting to use the outcomes in *Te Whāriki*, the early childhood curriculum, as part of assessment.

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

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

- Improve the consistency of teachers' assessment, planning and evaluation of the curriculum, and use this information for identifying actions that promote equitable outcomes for children.
- Further integrate children's cultures and languages through planning and assessment documentation to contribute to the picture of their learner identity.

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 Frimley Park Kindergarten completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have not 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:

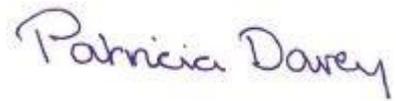
- Ensuring that when children leave the premises on an excursion, records of the excursion consistently include: the names of adults and children involved; the time and date of the excursion; evidence of parental permission and approval of adult:child ratios that align to the assessment undertaken; the signature of the person responsible giving approval for the excursion to take place.

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

During the review, the service provided ERO with evidence that shows it has addressed the following non-compliances:

- Ensuring heavy furniture and equipment that could fall or topple and cause serious injury or damage are secured (HS6).
- Ensuring identified hazards to the safety of children are eliminated, isolated or minimised (HS12).

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.

A handwritten signature in purple ink that reads "Patricia Davey".

Patricia Davey
Director of Early Childhood Education (ECE)

3 November 2023

8 About the Early Childhood Service

Service type	Free Kindergarten
Number licensed for	30 children aged over 2
Percentage of qualified teachers	100%
Service roll	31
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