



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Mahora Kindergarten

Profile Number: 5295

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](#) 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 Mahora 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

Mahora Kindergarten is one of 16 kindergartens governed and managed by Heretaunga Free Kindergarten Association. The roll is ethnically diverse. Approximately a third of children are Māori, and there are a small number of Pacific learners. The kindergarten's priorities are whanaungatanga, manaaki, mauri, hauora, kaitiakitanga and ako.

### 3 Summary of findings

Children's mana and sense of belonging are recognised and fostered through an accessible curriculum. Te reo Māori and tikanga Māori are meaningfully integrated in the programme. Stories and places of significance to mana whenua are reflected. Teachers intentionally promote oral language, and social and emotional skills development. Children's friendships are highly evident.

Leaders and teachers maintain learning-focused partnerships with whānau, children, external agencies and the wider community. They are highly attuned and responsive to children with diverse needs, supporting them well to interact with their peers.

A recently strengthened process for planning and assessing children's learning is not yet fully embedded. Teachers are starting to use the intended outcomes of *Te Whāriki*, the early childhood curriculum, within this. Information on children's cultures and home contexts are beginning to be reflected. Their growing capabilities in relation to kindergarten priorities are highly evident.

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

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

- Fully embed the assessment, planning and evaluation processes to show children's progress over time through intentional and consistent use of the learning outcomes in *Te Whāriki*.
- 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

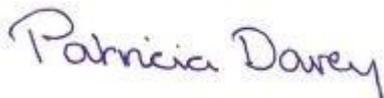
Before the review, the staff and management of Mahora Kindergarten completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- 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	38
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