



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Lucknow Kindergarten

Profile Number: 5294

Location: Havelock North

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 Lucknow Kindergarten are as follows: TJ in alignment with evidence and synthesis.

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

2 Context of the Service

Lucknow Kindergarten is one of 16 Kindergartens governed and managed by Heretaunga Kindergarten Association. Small numbers of children attending identify as Māori or of Pacific heritage. The philosophy gives value to the child being, capable, competent, strong and empowered.

3 Summary of findings

Children experience a curriculum that promotes their independence and wellbeing. They display confidence and lead their own learning. Their verbal and non-verbal cues are responded to through a strong focus on building oral language. Children with diverse needs are well supported.

Children's cultures are celebrated and fostered through the curriculum. Te reo Māori and tikanga Māori blend into the daily programme. Leaders have identified that children's culture, language and identity needs to be more visible within assessment, planning and evaluation.

An increased focus on the learning outcomes of *Te Whāriki*, the early childhood curriculum, supports a collaborative approach to teacher knowledge and practice. Children's learning is evident through assessment, and they have continuity of learning over time. Parent aspirations inform children's individual needs and goals. Contribution from parents and whānau to the design of the curriculum is continuing to strengthen.

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 have been developed. Professional learning opportunities are responsive to teachers 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 they contribute to strategic priorities and achieve equitable and excellent outcomes for learners.

4 Improvement actions

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

- Further strengthen teacher capability to understand and respond to each child's culture, language and identity and reflect this through the documented curriculum.
- Deepen learner-focused partnerships to increase parent contribution to the design and planning of localised curriculum.

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

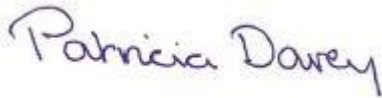
Before the review, the staff and management of Lucknow Kindergarten completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- 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)

23 February 2024

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	October 2023
Date of this report	23 February 2024
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, May 2018; Education Review, April 2014