

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Avondale Christian Kindergarten

Profile Number: 20010

Location: Avondale, Auckland

1 ERO's judgement of Avondale Christian Kindergarten is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
The learner and their learning He Whāriki Motuhake	Improvement required	Working towards	Embedded	Excelling
Collaborative professional learning and development builds knowledge and capability Whakangungu Ngaio	Improvement required	Working towards	Embedded	Excelling
Leadership fosters collaboration and improvement Kaihautū	Improvement required	Working towards	Embedded	Excelling
Stewardship through effective governance and management Te Whakaruruhau	Improvement required	Working towards	Embedded	Excelling

For an explanation of the judgement terms used and of the evaluation process please refer to the last page of this report. These judgements are based on the evidence provided to ERO during the evaluation.

Children's health and safety

Improvement required

Taking reasonable steps

2 ERO's Judgements

[Akarangi | Quality Evaluations](#) evaluate the extent to which early childhood services have 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](#) and [Early Childhood Education \(ECE\) Improvement Framework \(teacher led services\)](#) are the basis for making judgements about the quality of the service in achieving equity and excellence for all learners. Evaluations for improvement | Ngā Aronga Whai Hua is integrated across all of the above domains.

3 About the Service

Avondale Christian Kindergarten is a well-established service located on the grounds of a small primary school. It is governed by the Trust Board of the Reformed Church of Avondale and members of the board represent the local community and include a parent representative. The kindergarten embraces a diverse community of families from various ethnic and cultural backgrounds. The philosophy is deeply rooted in Christian values and principles, which are integrated into the curriculum and daily practices of teachers and experiences of children. It prioritises partnerships with children, parents and whānau and promotes children's sense of responsibility to others and the world around them.

4 Progress since the previous ERO report

ERO's 2021 report identified two quality improvement actions. These were to:

- deepen teachers' knowledge of how to support children's growing social and emotional development
- consistently monitor all processes to ensure they meet licensing criteria and early childhood regulations.

Good progress has been made on both. Extensive professional learning and development has occurred, and there is clear evidence in teaching practices and documentation of the positive impact on children's learning and development.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers implement a rich, well-embedded curriculum that promotes children's exploration, decision making and positive relationships.

- Children have access to a wide range of learning opportunities both indoors and outdoors, with environments intentionally designed to support them to be independent, make choices and learn about the world around them.
- Children experience close, trusting relationships with teachers and kind, caring friendships with other children which fosters social and emotional competency. Teachers use a wide range of intentional teaching strategies to extend children's thinking and communication skills.
- The integration of Christian values is well embedded through curriculum, fostering children's holistic learning and development. Daily Bible story reading supports children's early literacy learning and development.
- Teachers work in partnership with parents and the child to identify a planning focus that is meaningful and reflects each child's strengths and interests. Planning and assessment practices for individual children make links to the learning outcomes of *Te Whāriki*, the early childhood curriculum.

Collaborative professional learning and development builds knowledge and capability | Whakangungu Ngaio

Leaders and teachers make ongoing improvements to practice which are well supported through targeted professional learning, a useful professional growth process and regular mentoring.

- There is a useful, systematic process in place to support the professional growth of teachers and leaders. Access to meaningful learning opportunities and ongoing mentoring by leaders contributes to quality improvements in teachers' practice.
- The philosophy is clearly reflected in teacher practice and documentation. Curriculum planning and the professional growth cycle align with Christian values and *Te Whāriki* strands and principles, showing strong integration of philosophy into daily practice.
- Leaders and teachers are taking steps to build their cultural capability and bicultural practice, through the use of some kupu Māori, waiata and basic tikanga Māori practices. They continue to develop confidence to meaningfully use te reo Māori in daily practices with children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership and teaching practices are developing strength through an embedded collaborative culture and clear alignment with the philosophy.

- Leaders demonstrate relational trust and foster a respectful, collaborative culture focused on improvement.
- Leaders and teachers use an internal evaluation process that is improvement-focused and supported by helpful prompts and ongoing professional learning. While monitoring and evaluation describe progress, leaders and teachers do not clearly assess the effectiveness and impact of actions on outcomes for learners.
- Regular professional meetings and discussions about teaching practices demonstrate a commitment to make ongoing quality improvements to teaching.

Stewardship through effective governance and management | Te Whakaruruhau

Governance and management approaches ensure strategic alignment and collaborative practices, including strong community partnerships that contribute to improving outcomes for children.

- The strategic plan priorities are clearly linked to an annual plan, showing intentional direction-setting. However, limited monitoring and evaluation of the plan reduces the ability to measure progress and identify areas for improvement.
- The board provides strong governance for the service. Board members are kept well informed through monthly manager reports about operations and curriculum priorities, promoting transparency and shared understanding.
- Leaders and teachers work closely with external agencies and community groups to improve educational and social outcomes for children and whānau. Partnerships with specialists such as a speech-language therapist, family support personnel, and additional teacher aides for children with additional needs, support children to experience success in their learning.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Avondale Christian 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 system for managing the following areas that have a potentially high impact on children's health and safety:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; excursion policies and procedures)
- suitable staffing (safety checking of staff, 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.

8 Where to next for improvement?

Avondale Christian Kindergarten will include the following actions in its quality improvement planning:

- Improve monitoring and evaluation processes to clearly demonstrate the impact of improvements on children's learning, including for groups of children.
- Increase teachers' use of te reo Māori and tikanga Māori in daily practices to support children's learning and cultural understanding.

Activities undertaken by the evaluation team

- Pre-visit contact with the service provider/manager.
- Reading documentation and records of children's learning and development.
- Scanning the learning environment and resources.
- Observations of interactions and teaching practice while onsite.
- Meetings and / or conversations with leaders and teachers.
- Sampling of information related to compliance.

[Further information about how ERO evaluates early childhood services is available here.](#)



Vivien Ruth
Director of Early Childhood Education

20 April 2026

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children aged 2 and over
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 5%, NZ European/Pākehā 25%, Ethiopian 13%, Samoan 12%, Tongan 9%, Indian 8%, African 6%, Niue 5%, Filipino 3%, other Pacific 2%, other ethnic groups 6%
Service roll	58
Review team on site	December 2025
Date of this report	20 April 2026
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, December 2021; Education Review, May 2017

Description around ERO's judgement terms

ERO's judgements are based on *Te Ara Poutama* and the *Early Childhood Education Improvement Framework (teacher led services)*.

	Above the threshold for quality
Excelling	The service is excelling in the learning and organisational conditions to support high quality education and care for children.
Embedded	The service has embedded its learning and organisational conditions to support ongoing improvement to the quality of education and care for children.
	Below the threshold for quality
Working towards	The service is working towards establishing the learning and organisational conditions to support improvements in the quality of education and care for children.
Improvement required	The service has not yet developed the learning and organisational conditions to support quality education and care for children.