



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Avondale Christian Kindergarten

Profile Number: 20010

Location: Avondale, Auckland

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 Avondale Christian 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	Whakawhanake Sustaining
Whakangungu Ngaio Collaborative professional learning builds knowledge and capability	Whakawhanake Sustaining
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	Whakaū Embedding

2 Context of the Service

Avondale Christian Kindergarten is a not-for-profit education and care service operated by the trust board of the Reformed Church of Avondale. Children enrolled in the service are from diverse ethnicities. The service provides for children between two and five years of age. The philosophy is based on a commitment to Christian values.

3 Summary of findings

Children experience warm, caring relationships with teachers. They confidently initiate conversations and have very good opportunities to express their ideas with teachers other children. Children with additional learning requirements are well supported to fully participate in the curriculum provided.

Children experience a culturally responsive curriculum. Their home languages are valued and accepted. Aspects of te ao Māori are naturally woven into daily activities and routines. Tamariki Māori and children who have Pacific heritages have frequent opportunities to see and hear their languages and cultures being respected and valued.

Curriculum planning and assessment processes are well embedded and have been strengthened over time. Teachers intentionally plan for, and extend, children's interests and learning dispositions. Assessment of learning consistently shows children's learning and progress. Teachers pro-actively respond to families' aspirations for their children's learning. They appreciate the experiences and knowledge that families share with the service.

Service leaders have sustained a positive and holistic working environment. Individual strengths of teachers are very well used to grow the knowledge and capability of the teaching team. There is a deep and shared understanding of the service's philosophy, vision, goals and priorities for children's learning. To support the curriculum provided for children, leaders make good use of their established networks with external agencies such as learning support, local schools, and the church.

An internal evaluation process results in changes to teaching practices and the ongoing review of policies. Teachers have identified they would like to further strengthen their knowledge about ways to support children to manage their relationships with others. Leaders need to consistently monitor systems and processes to ensure minimum requirements are maintained.

4 Improvement actions

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

- Consistently monitor that all processes meet the requirements of the licensing criteria and early childhood regulations.
- Deepen teachers' knowledge of how to support children's growing social and emotional development.

5 Management Assurance on Legal Requirements

Before the review, the staff and management of Avondale Christian 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.

6 Compliance

During the onsite visit the service provided ERO with evidence that shows it has addressed the following non-compliance:

- Implementing a process to ensure all children's workers who have access to children are safety checked in accordance with the Children's Act 2014 (GMA7A).



Phil Cowie
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Northern Region | Te Tai Raki

8 December 2021

7 About the Early Childhood Service

Service type	Education and care service
Number licensed for	50 children.
Percentage of qualified teachers	80-99%
Service roll	66
Ethnic composition	Māori 3, NZ European/Pākehā 12, Samoan 12, Indian 7, Chinese 5, African 6, other Asian 7, other Pacific 5, other ethnic groups 9
Review team on site	August 2021
Date of this report	8 December 2021
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, May 2017 Education Review, November 2013