



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: St Andrews Chilton Kindergarten

Profile Number: 25009

Location: Howick, 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](#) 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 St Andrews Chilton Kindergarten are as follows:

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

2 Context of the Service

St Andrews Chilton Kindergarten is a Christian-based service providing care and education for children over two years of age. A board of trustees has oversight of central governance, and a finance and operations manager and newly appointed head teacher are responsible for daily operations.

3 Summary of findings

Children learn and develop in a play-based context that builds their capability and confidence and reflects a strong Christian ethos. They have a strong sense of belonging and show kaitiakitanga/guardianship in the care of their play environments.

Children's views and ideas are encouraged, accepted, and respected. They are given space and time to lead their play and form nurturing relationships with their peers. Teachers know children well and support them through a range of strategies to encourage exploration and expression. They provide resources and environments for exploration that is meaningful and enjoyable for children. Teachers support children to choose resources and interests, experience challenge and revisit prior learning.

Effective assessment practices continue to evolve. Documentation has a strong lens on te ao Māori and Māori learning dispositions. This feature supports bicultural practices and acknowledges children's social and cultural worlds and ways of learning. Parent and whānau aspirations and expectations are acknowledged and understood, and the team works collaboratively and responsively to achieve these. Teachers are working towards strengthening assessment documentation and their responses in facilitating children's learning.

Leaders have a strong focus on continual improvement. They show commitment to the service's philosophy, vision, and goals, bicultural practice and teaching that contributes to positive learner outcomes. Leaders and teachers ensure that their practices reflect the rights for equitable opportunities for all children.

Self-review for improvement is well understood and implemented. Teachers are building their evaluation capacity. This development shows signs of being purposeful to realise the service's vision, values, strategic direction, goals, and priorities for learning.

4 Improvement actions

St Andrews Chilton Kindergarten will include the following actions in its Quality Improvement Planning:

- Embed high quality assessment practices that include supporting children to lead, plan, and assess their own learning.
- Continue to build teacher capability to do, use and embed evaluation for improvement to sustain valued learning outcomes for all children.

5 Management Assurance on Legal Requirements

Before the review, the staff and management of St Andrews Chilton 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:

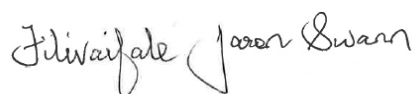
- curriculum
- premises and facilities
- health and safety practices
- governance, management and administration.

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.



Filivaifale Jason Swann
Director Review and Improvement Services (Northern)
Northern Region | Te Tai Raki

17 June 2022

6 About the Early Childhood Service

Service type	Education and care service
Number licensed for	46 children over two years of age
Percentage of qualified teachers	80-99%
Service roll	20
Ethnic composition	Māori 1, NZ European/Pākehā 12, Chinese 4, other ethnic groups 3
Review team on site	May 2022
Date of this report	17 June 2022
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, November 2018; Education Review, January 2015