



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Uplands Kindergarten

Profile Number: 20178

Location: Remuera, 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 Uplands 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

Uplands Kindergarten is a well-established community-based service owned by the Somervell Presbyterian Church. Centre leaders, parents and members of the church ministry form a management committee that governs the service. A qualified head teacher leads a team of three qualified teachers and two unqualified staff.

3 Summary of findings

The service commitment to bicultural and Te Tiriti based practices are evident in practice. Children experience an environment where te reo Māori and tikanga Māori practices are meaningfully woven through the curriculum and programme.

Children learn in a calm, unhurried environment where they are comfortable with the routines. Throughout the day children choose their play. They are supported well by skilful teachers who promote children's social competence and language learning. Children are able to sustain their play for long periods, deepening their investigations and learning.

Teachers intentionally provide an environment that is inclusive. They know the children well and provide additional support when required. Teaching practices enable all children to fully participate in the curriculum.

Teachers provide many opportunities for children to be creative, make discoveries, research, engage in meaningful conversations, and problem solve in a thoughtfully resourced environment. These practices enhance children's mana and identity as successful learners.

Children's assessment information shows continuity and progress over time. Teachers could further explore ways to capture the languages and cultures of children and their whānau, and make these more visible within assessment records.

Te Whāriki, the early childhood curriculum, is embedded in the curriculum and assessment practices. Teachers skilfully connect learning outcomes with children's progress in ways that are easily understood and support learning-focused partnerships with whānau.

There is a useful process for internal evaluation that focuses on ongoing improvement for children. Leaders and teachers should now consider how the improved outcomes for children could be discussed in more depth. This would support them to better know what has worked well, or not, for individuals and groups of children. Ongoing monitoring over time should ensure these improvements are sustained.

Leaders and teachers are reflective, and they work collaboratively to build teaching and leadership capability. Teaching practices are guided by relevant professional learning and development, which improves practice and supports teachers' individual and collective growth.

4 Improvement actions

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

- Further develop internal evaluation processes by focusing on how improvements are impacting on the learning of identified individuals and groups of children.
- Make children's languages and cultures more visible in assessment records.

5 Management Assurance on Legal Requirements

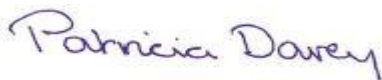
Before the review, the staff and management of Uplands Kindergarten completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- 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)

28 August 2023

6 About the Early Childhood Service

Service type	Education and care service
Number licensed for	43 children over 2 years
Percentage of qualified teachers	100%
Service roll	29
Review team on site	May 2023
Date of this report	28 August 2023
Most recent ERO report(s) These are available at www.ero.govt.nz	Akanuku Assurance Review, September 2021 Education Review, May 2018