

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Scallywaggs Senior Kindergarten

Profile Number: 55316

Location: Waipukurau

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 Scallywaggs Senior Kindergarten are as follows:

| | |
|---|------------------|
| Outcome Indicators (What the service knows about outcomes for learners) | Whakaū Embedding |
| Ngā Akatoro Domains | |
| Learning Conditions | Whakaū Embedding |
| Organisational Conditions | Whakaū Embedding |

2 Context of the Service

Scallywaggs Senior Kindergarten is one of eight services governed and managed by Scallywaggs 2007 LTD. The Operations Manager and Head Teacher guide the teaching team. Scallywaggs senior leaders provide governance support. Approximately a quarter of children identify as Māori and a small number as other ethnicities.

3 Summary of findings

Children are confident, competent learners and communicators. They lead their own learning and are empowered as individuals through self-help and self-care skills. Priority is given to oral language. Children engage in social play, enhancing their holistic wellbeing.

Te reo Māori and tikanga Māori are valued and integral to learning. Kaiako promote relationships that are underpinned by values including tuakana-teina (older/younger relationships) and whanaungatanga (family). Kaiako collaborate with local hapū and iwi to build knowledge of the stories of mana whenua. Children are familiar with these, fostering a sense of belonging.

Children's learning is enhanced through leaders, kaiako and whānau working as a professional learning community. Kaiako scaffold learning to develop children's working theories, problem solving and experimentation. Thoughtful transitions foster a sense of trust and security. Children's culture's languages and identities are beginning to be reflected in planning. Kaiako seek the views of children, parents and whānau to promote positive learning outcomes for all children.

Internal evaluation to support ongoing improvement is established. Leaders promote a systematic inquiry approach across the newly established staff team. Regular professional discussions, reflective practice and peer feedback are actively encouraged. Leaders continue to support newer kaiako to undertake in-depth internal evaluation.

Leaders and kaiako work collegially to enact the Scallywaggs philosophy. The learning and wellbeing of children and their whānau are the primary consideration in decision making. A considered approach to using external knowledge and expertise supports leaders and kaiako to improve valued learning outcomes for all children.

4 Improvement actions

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

- Increase visibility of each child's language and culture through individual planning and assessment processes.
- Continue to build the capability of all kaiako to use in-depth internal evaluation to promote ongoing improvement to teaching and learning.

5 Management Assurance on Legal Requirements

Before the review, the staff and management of Scallywaggs Senior 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.



Phil Cowie
Director Review and Improvement Services (Central)
Central Region | Te Tai Pūtahi Nui

29 March 2023

6 About the Early Childhood Service

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| Service type | Education and care service |
| Number licensed for | 30 children aged over 2 |
| Percentage of qualified teachers | 80-99% |
| Service roll | 26 |
| Review team on site | November 2022 |
| Date of this report | 29 March 2023 |
| Most recent ERO report(s) These are available at www.ero.govt.nz | Education Review, June 2018; Education Review, August 2014 |