

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Scallywaggs Junior and Middle Kindergarten

Profile Number: 55047

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 Junior and Middle 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

Scallywaggs Junior and Middle Kindergarten is one of eight services governed and managed by Scallywaggs 2007 LTD. Children play and learn in two aged-based areas. Scallywaggs senior leaders provide governance support. Of the children enrolled, approximately a third identify as Māori and a small number as Pacific.

3 Summary of findings

Children experience a responsive curriculum that fosters resilience, independence, and confidence. Kaiako and whānau regularly share information about children's progress and wellbeing. Children's learning stories are mana enhancing and show their capabilities as learners. Adults effectively plan and evaluate teaching and learning to promote equitable outcomes for children.

Children's belonging is effectively fostered. Adults promote relationships underpinned by Māori values of āko (reciprocal learning) and tuakana teina (older/younger relationships). Resources are inclusive of children's cultural diversity. Pacific children see themselves and their languages in the environment. In collaboration with local hapū and iwi, kaiako are developing the curriculum to embed local narratives and enrich learning opportunities for children.

Predictable routines and clear expectations positively support children's wellbeing. Kaiako know children well. They are nurturing and responsive to the needs of toddlers and young children. They work collaboratively with whānau and seek external expertise to enable children with diverse needs to succeed in their learning.

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 Scallywagg's philosophy. The learning and wellbeing of children and their whānau are the primary considerations 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 Junior and Middle Kindergarten will include the following actions in its Quality Improvement Planning:

- Continue to build the cultural competence of leaders and kaiako so they can develop and embed a rich curriculum that reflects local narratives.
- 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 Junior and Middle 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

Service type	Education and care service
Number licensed for	60 children, including up to 5 aged under 2
Percentage of qualified teachers	80-99%
Service roll	46
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