



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: AhiKaa Childcare Charitable Trust

Profile Number: 46877

Location: Kaitaia

1 ERO's judgement of AhiKaa Childcare Charitable Trust is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
The learner and their learning He Whāriki Motuhake	Improvement required	Working towards	Embedded	Excelling
Collaborative professional learning and development builds knowledge and capability Whakangungu Ngaio	Improvement required	Working towards	Embedded	Excelling
Leadership fosters collaboration and improvement Kaihautū	Improvement required	Working towards	Embedded	Excelling
Stewardship through effective governance and management Te Whakaruruhau	Improvement required	Working towards	Embedded	Excelling

For an explanation of the judgement terms used and of the evaluation process please refer to the last page of this report. These judgements are based on the evidence provided to ERO during the evaluation.

Children's health and safety

Improvement required

Taking reasonable steps

## 2 ERO's Judgements

[\*Akarangi | Quality Evaluations\*](#) evaluate the extent to which early childhood services have 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\*](#) and [\*Early Childhood Education \(ECE\) Improvement Framework \(teacher led services\)\*](#) are the basis for making judgements about the quality of the service in achieving equity and excellence for all learners. Evaluations for improvement | Ngā Aronga Whai Hua is integrated across all of the above domains.

## 3 About the Service

AhiKaa Childcare Charitable Trust is a homebased education and care service owned by a charitable trust. Two directors oversee the running of the service. A newly appointed, qualified acting manager and a visiting teacher support a network of ten educators who provide for children in the educator's home. The service philosophy is grounded in tikanga Māori customary values and practices, which include a focus on manaakitanga and nurturing relationships.

## 4 Progress since the previous ERO report

ERO's 2018 report identified improvement actions in relation to strategic planning, appraisal processes, inclusion of te reo Māori, educator support and assessment and planning practices. A good level of progress has been made against some of these areas.

Assessment documentation now shows greater continuity in children's learning and how children are supported by educators and visiting teachers to build on their interests and strengths. Additional systems have also been developed to support educators including regular meetings and reporting to service owners. Te reo Māori continues to be a focus for service leaders and educators use in their everyday practice.

Limited progress has been made in the system of regular appraisal for educators as this has only just been implemented. The professional growth cycle for visiting teachers is not yet developed and the service's strategic plan is not yet systematically monitored and documented.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

The service is establishing the systems and processes for knowing about children's learning in relation to the learning outcomes of *Te Whāriki*, the early childhood curriculum.

- Children's assessment records reflect their interests and some learning. However, the learning outcomes of *Te Whāriki* are not yet consistently considered to identify children's progress and capture their learning journey over time.
- Responsive and reciprocal relationships have been developed between visiting teachers, educators and children. Children are provided with opportunities to be involved in both child-led and adult-initiated play which responds to their interests and capabilities.
- Educators support children's languages and cultures through waiata, storytelling, some use of te reo Māori and inclusion of aspect of tikanga Māori. Children's assessment records do not yet reflect their individual languages, cultures or learner identity.

### Collaborative professional learning and development builds knowledge and capability | Whakangungu Ngaio

The service is establishing the conditions to support visiting teachers and educators to build their professional knowledge.

- A system of appraisal for educators has recently been developed and implemented at this service. The process is yet to include specific goals which help them to grow their knowledge.
- Educators take responsibility for their own professional learning. They are supported by visiting teachers to develop their understanding of early childhood education and the intentional teaching strategies required to support learning.
- Leaders have not yet developed a process of professional growth which aligns to the Teaching Council requirements for their certified visiting teachers.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders are yet to fully establish the conditions to enact the services priorities for improvement.

- The systems and processes required to undertake evaluation for improvement are in the early stages of development. A shared understanding about how to effectively do or use evaluation to inform improvements has not yet been developed.
- Visiting teachers and leaders are developing the relational trust required to work well together. As a result, visiting teachers feel well supported in their roles.
- Leaders have a range of expertise and knowledge which is being used to develop and strengthen the required systems and processes within the service.

Systems and processes at this service which ensure accountability and ongoing improvement have not yet been consistently implemented.

- A strategic plan, focused on learners has been developed for this service. It is not yet systematically monitored and documented.
- A system of support and guidance for educators has been developed and is yet to be fully and consistently implemented.
- Leaders have developed a philosophy statement which captures their commitment to providing a bicultural curriculum. Visiting teachers continue to help educators to strengthen their bicultural practices.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of AhiKaa Childcare Charitable Trust completed and *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 system for managing the following areas that have a potentially high impact on children's health and safety:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; excursion policies and procedures)
- suitable staffing (safety checking of staff, 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.

## 8 Area of Concern

ERO found an area of concern in the service relating to ensuring supervision plans consider how the premises will be arranged, across all indoor and outdoor spaces likely to be used at any time while children are attending the home.

*Licensing Criteria for Home-based Education and Care Services 2008, HS34.*

## 9 Where to next for improvement?

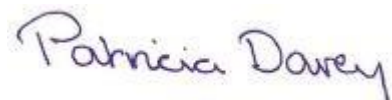
AhiKaa Childcare Charitable Trust will include the following actions in its quality improvement planning:

- Implement a professional growth cycle for visiting teachers which aligns to the requirements of the Teaching Council and supports the scrutiny and improvement of practice.
- Make children's language, culture and identities visible within their assessment records.
- Consistently make links in children's assessment records with the learning outcomes from *Te Whāriki* to reflect what matters most for individual learners.

### Activities undertaken by the evaluation team

- Pre-visit contact with the service provider/manager.
- Reading documentation and records of children's learning and development.
- Scanning the learning environment and resources.
- Observations of interactions and teaching practice while onsite.
- Meetings and / or conversations with leaders and teachers.
- Sampling of information related to compliance.

[\*Further information about how ERO evaluates early childhood services is available here.\*](#)



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29 October 2024

## 10 Information About the Service

Service Type	Home-based service
Number licenced for	80 children, including up to 35 aged under 2
Ethnic composition <i>Using rounded percentages</i>	Māori 43% NZ European/Pākehā 41% other ethnic groups 16%
Service roll	42
Review team on site	August 2024
Date of this report	29 October 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review, June 2018.

### Description around ERO's judgement terms

ERO's judgements are based on *Te Ara Poutama* and the *Early Childhood Education Improvement Framework (teacher led services)*.

	<b>Above the threshold for quality</b>
Excelling	The service is excelling in the learning and organisation to support high quality education and care for children
Embedded	The service has embedded its learning and organisational conditions to support ongoing improvement to the quality of education and care for children.
	<b>Below the threshold for quality</b>
Working towards	The service is working towards establishing the learning and organisational conditions to support improvements in the quality of education and care for children.
Improvement required	The service has not yet developed the learning and organisational conditions to support quality education and care for children.