



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Scallywaggs Kindergarten and Care Waipawa

Profile Number: 47799

Location: Waipawa, Hawke's Bay

1 ERO's judgement of Scallywaggs Kindergarten and Care Waipawa 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

Sallywaggs Kindergarten and Care Waipawa, is one of ten services governed and managed by Sallywaggs 2007 LTD. Tamariki play and learn in a mixed-age rural environment at this service. A head kaiako guides the kaiako team. Senior leaders provide governance and professional support to centre leaders and kaiako.

## 4 Progress since the previous ERO report

ERO's 2022 report included an improvement action to continue to develop the service's local curriculum to reflect the things that are important to children and their families, kaiako and the wider community. Internal evaluation information shows that improved outcomes for tamariki, whānau and kaiako are evident. Kaiako growth in their cultural competencies and understanding of te ao Māori knowledge has increased use of te reo Māori and inclusion of tikanga Māori in the daily curriculum.

## 5 Learning Conditions

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

Tamariki experience a highly responsive curriculum that reflects the breadth and depth of *Te Whāriki*, the early childhood curriculum.

- Tamariki are well supported in developing their social emotional skills to self-regulate, express their ideas and lead others. They role model leadership skills and use resources and space to support their wellbeing.
- Kaiako are very responsive to the needs of tamariki. They form nurturing relationships with tamariki and respond to their verbal and non-verbal cues.
- Leaders and kaiako have established positive relationships with parents through opportunities for them to participate in cultural celebrations. It is timely for leaders to more intentionally engage with parents and whānau to strengthen learning-focused partnerships and to gather parents input to inform decision-making.

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

The organisational conditions increasingly support and enable leaders and kaiako to build professional knowledge and expertise to design a curriculum that is responsive to all tamariki.

- Leaders and kaiako continue to build their cultural competencies to inform culturally responsive curriculum decisions for tamariki. Engagement with local iwi, and ongoing professional development is contributing to the increased inclusion of aspects of te āo Māori in teaching practices and curriculum experiences.
- Kaiako make visible children's cultures, languages and identities to inform assessment information.
- Opportunities for professional learning are ongoing and focus on the service's current priorities for the learning of tamariki. Leaders and kaiako work collaboratively across the Scallywaggs group and are well supported to grow their professional practice through ongoing inquiry and professional learning.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders effectively implement ongoing improvement plans that focus on the learning of tamariki.

- Leaders and kaiako have access to a range of professional learning opportunities that are responsive to the service's strategic priorities and that contribute to ongoing improvement.
- There is a clear focus on developing leadership capability and enabling high quality teaching across the Scallywaggs group. Relational trust supports leaders and kaiako to pro-actively respond to change and growth, and to develop adaptive teaching approaches.
- Leaders actively seek ways to reduce barriers for learning for tamariki and their whānau to support tamariki to participate in the service.

### Stewardship through effective governance and management | Te Whakaruruhau

A good framework and understanding of policy review and implementation, and systems and processes guide service operations.

- A systematic process of internal evaluation contributes to positive shifts in teaching practices. Internal evaluation information does not yet consistently evaluate the impact of changes made and for which groups of tamariki.
- A range of information is used to support succession planning and refine long-term priorities. The learning and wellbeing of tamariki is the primary considerations in decision-making and resourcing.
- Leaders and kaiako work collaboratively with external agencies and organisations to support broader social outcomes for tamariki and their whānau.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Scallywaggs Kindergarten and Care Waipawa 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 Where to next for improvement?

Scallywaggs Kindergarten and Care Waipawa will include the following actions in its quality improvement planning:

- Increase the capability of the kaiako team to unpack the learning outcomes in *Te Whāriki* as a tool to evaluate the individual learning of each tamaiti.
- Continue to improve internal evaluation processes by intentionally evaluating and documenting the impact of changes made and for which tamariki.
- Develop learning-focused partnerships with parents and whānau to more deliberately utilise parent voice in curriculum and strategic decision-making.

#### 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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## 9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 52%; NZ European/ Pākehā 48%
Service roll	29
Review team on site	July 2024
Date of this report	20 November 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, December 2022

### 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.