



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Scallywaggs Graduation Kindergarten

Profile Number: 45440

Location: Waipukurau, Central Hawke's Bay District

1 ERO's judgement of Scallywaggs Graduation Kindergarten 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 Graduation Kindergarten is one of ten services governed and managed by Sallywaggs 2007 LTD. This service provides all day education and care for children in the year before they transition to school. There has been a recent change to the service's licence. This reflects a recent restructure to meet the needs of older children and their families. A qualified teacher has responsibility for delivery of the curriculum to children. Senior leaders provide governance and professional support to leaders and teachers.

## 4 Progress since the previous ERO report

ERO's 2022 report identified an improvement action related to teachers developing a shared understanding of how to assess, plan and evaluate children's learning. A good level of progress is evident in how teachers document and assess learning, including recognising children's progress over time.

## 5 Learning Conditions

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

Children engage in a highly responsive curriculum that reflects the breadth and depth of *Te Whāriki*, the early childhood curriculum.

- Intentional teaching practices support children's emergent literacy understandings and critical thinking skills. Children are well-supported to self-initiate learning experiences that develop their imagination, creativity and problem-solving as they play alongside others.
- Curriculum and assessment information show children's interests and developing capabilities in relation to the valued learning outcomes of *Te Whāriki*. Documentation consistently shows children's progress in relation to these outcomes over time.
- Leaders and teachers 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**

There are deliberate actions taken that increasingly support and enable leaders and teachers to build their professional knowledge and expertise and to design a curriculum that is responsive to all children.

- Opportunities for professional learning are ongoing and focus on children's current learning priorities. Leaders and teachers work collaboratively across the Scallywaggs group to grow their professional practices through ongoing inquiry and professional learning.
- Leaders and teachers continue to increase their cultural competencies to inform curriculum decisions for children. They connect with local iwi and ongoing professional development is contributing to the visibility of te āo Māori in the curriculum and teaching practices.
- Teachers are yet to consistently respond to all children's languages, cultures and identities within individual assessment of children's learning.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leaders effectively implement ongoing improvement plans that focus on children's learning.

- Leaders and teachers 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 teachers to pro-actively respond to change and growth, and to develop adaptive teaching approaches.
- Leaders actively seek ways to reduce barriers for learning for children and their families to support children 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 learners.
- 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 teachers work collaboratively with external agencies and organisations to support broader and social outcomes for children and their parents and whānau.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Scallywaggs Graduation Kindergarten 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 Graduation Kindergarten will include the following actions in its quality improvement planning:

- Continue to increase the visibility of individual children's languages, cultures and identities in assessment.
- Continue to improve internal evaluation processes by intentionally evaluating and documenting the impact of changes made and for which children.
- 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	6 children aged over 2
Percentage of qualified teachers	100%
Ethnic composition	Māori 17%, NZ European/Pākehā 66%, other ethnic groups 17%
Service roll	6
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; Akanuku   Assurance Review, June 2019

### 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.