



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Moriah (Private) Kindergarten Inc

Profile Number: 60206

Location: Wellington

1 ERO's judgement of Moriah (Private) Kindergarten Inc 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

Moriah (Private) Kindergarten Inc is situated in the Jewish Community Centre which provides education and care for children aged two years up to school aged. The service is governed by a parent committee and the principal. The principal and assistant principal oversee the day to day running of the service.

Jewish values and traditions are incorporated into the curriculum and enable children to celebrate Jewish culture and learn Hebrew. Their vision 'Children value themselves, others, and the environment' is underpinned by the values of Talmud Torah - love of learning, Tikkun Olam – Love of the environment, Chesed - kindness, Masoret - tradition and Kehillah - community.

4 Progress since the previous ERO report

Little progress has been made in investigating how well intentional teaching strategies are supporting children to achieve their learning priorities. Individual planning has recently been implemented, however not all children have these plans in place. There are inconsistencies between teaching strategies and activities being documented to support children's learning goals.

Some progress has been made with implementing a systematic approach for internal evaluation. Most evaluation activities are focused on what teachers and children are doing rather than how well or how effectively practices are supporting children's learning. The focus is more about review than internal evaluation which limits opportunities for scrutinising and improving practice.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Leaders and teachers are responsive and respectful in building learning focused partnerships with parents and whānau.

- Regular and planned cultural and community events are held to build relationships between the teaching team, families, children and the wider community. These events are yet to be formally documented for individuals and evaluated to show the impact of teaching and outcomes for children.
- Children explore and are involved in a wide variety of learning experiences that reflect their interests through both child initiated, and teacher led activities. Assessment, planning and evaluation is yet to be formally documented to show children's learning and progress over time.
- Teachers make links across time, place and activities by revisiting children's experiences and interests. This includes providing opportunities for children to learn about the local and wider community through excursions.

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

Children's learning is enhanced through leaders and teachers engaging in professional learning and development.

- All leaders and teachers participate in a current professional growth cycle. They are encouraged by the parent committee to attend relevant professional learning and development.
- The assistant principal mentors and guides both provisionally registered and student teachers, supporting their teaching and professional knowledge, through regular meetings and observations of practice.
- Regular staff meetings and teacher only days provide time and opportunity for discussions and building team cohesion within a new leadership and teaching team.

Leadership fosters collaboration and improvement | Kaihautū

Leaders collaboratively develop and enact the service's mission, philosophy and values.

- Leaders seek the perspectives of parents and incorporate these into the service's mission, philosophy and values. Parental aspirations are sought, these are in the early stages of being documented for all children.
- Leaders are in the early stages of formalising their roles and responsibilities.
- Leaders' and teachers' learning is yet to be shared across the team or evaluated to show the impact of teaching and outcomes for learners.

Governance and management are yet to establish quality improvement systems and processes to be assured regulatory and professional requirements are being met and maintained.

- Governance and management are yet to effectively monitor, evaluate and report on how well the service is meeting regulatory and professional requirements. This includes the impact on teaching, outcomes for learners and actions against areas of concern identified.
- All parents are part of the committee that govern the service. They are actively involved in decision-making and reviewing aspects of operations.
- Children's learning and development is supported through responsive partnerships between parents/whānau, the teaching team and the Jewish community.

6 Management Assurance on Legal Requirements

Before the review, the staff and management of Moriah (Private) Kindergarten Inc 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.

7 Areas of Concern

ERO found area of concern in the service relating to:

- Adults providing education and care are familiar with relevant emergency drills and carry out each type of drill with children on an, at least, three monthly basis.
- Daily hazard checks which include checking for dangerous objects, and foreign materials (e.g. broken glass, animal droppings); the condition and placement of learning, play and other equipment and bodies of water. Hazards to the safety of children are eliminated, isolated and minimised and a documented risk management system.
- A record of all illnesses that occur at the service which includes all areas; actions taken and evidence that parents have been informed.

Licensing Criteria for Early Childhood Education and Care Centres 2008. HS8, HS12, HS27.

8 Where to next for improvement?

Moriah (Private) Kindergarten Inc will include the following actions in its quality improvement planning:

- Strengthen the use of learning outcomes in *Te Whāriki*, the early childhood curriculum within individual assessment documentation to show children's developing capabilities and learning progress over time.
- Strengthen how well assessment records show individual children's cultures, languages and identity.
- Governance and management to build knowledge and understanding of regulatory and professional requirements to ensure they are consistently being met and monitored for improvement.

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.](#)



Patricia Davey
Director of Early Childhood Education (ECE)

6 November 2024

9 Information About the Service

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|--|--|
| Service Type | Education and care service |
| Number licenced for | 25 children aged under 2 over |
| Percentage of qualified teachers | 100% |
| Ethnic composition <i>Using rounded percentages</i> | Māori 5%, NZ European/Pākehā 33%, Israeli 19%, Jewish 14%, Cambodian 5%, Russian 5%, Hungarian 5%, Chinese 5%, Myanmar 5% |
| Service roll | 21 |
| Review team on site | August 2024 |
| Date of this report | 6 November 2024 |
| Most recent ERO report (s) These are available at www.ero.govt.nz | Akarangi Quality Evaluation, June 2021; Education Review, February 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)*.

| | |
|----------------------|---|
| | Above the threshold for quality |
| 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. |
| | Below the threshold for quality |
| 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. |