

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Rutherford Street Kindergarten

Profile Number: 47503

Location: Nelson

1 ERO's judgement of Rutherford Street 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

Rutherford Street Kindergarten is a community-based early childhood service. It is governed by a board, with a newly appointed centre manager who is responsible for the day-to-day running of this service. Significant staffing changes have occurred.

4 Progress since the previous ERO report

The previous ERO report in 2023 identified four improvement actions. These were to establish priorities for children's learning in collaboration with parents and whānau; build teachers' shared understanding of assessment; develop systems to promote and sustain improvement; and provide targeted support for teaching and leadership.

There has been good progress on developing systems to promote and sustain improvement. Direct support for teaching and leadership through Ministry of Education targeted SELO funding, and mentoring with aspects of governance and internal evaluation for improvement, has occurred. The centre manager has self-identified and actioned specific areas for improvement, as well as the board increasing the professional learning budget and implementing a professional growth cycle for all teachers.

Limited progress has been made in building teachers' shared understanding of assessment, and priorities for children's learning are not established. These two improvement actions remain a priority for the service to undertake.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service is at the early stages of building shared expectations for curriculum.

- Teachers are beginning to explore learning outcomes of Te Whāriki, the early childhood curriculum. These are yet to be used to identify priorities for children's learning or inform assessment, planning and evaluation.
- 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 of the curriculum is yet to be formally documented to show children's learning and progress over time.
- It is a priority for the service to create clear curriculum guidelines for teachers and leaders to formally document assessment, planning and evaluation practices in line with Te Whāriki.

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

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

- Leaders and teachers are building their capability to do and use internal evaluation. This is mainly led by the centre manager with collaboration from the teaching team.
- Teachers' professional development and learning has been through free courses and webinars. The recently increased professional development budget allows access to a wider range of educational resources.
- A newly established professional growth cycle is in place for all staff. Some teachers share their professional learning with their peers; however, this is yet to be evaluated to show the impact on outcomes for learners.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service is establishing the conditions to develop leadership capability to support quality teaching.

- The new centre manager is improvement focused and is taking steps to address self-identified areas of concern.
- Steps are being taken by the centre manager to build relational trust, collaboration and engagement within the teaching team, with leadership opportunities and regular mentoring available to grow teacher capabilities.
- Leaders align targeted funding and teaching staff to support children with diverse learning needs.

Stewardship through effective governance and management | Te Whakaruruhau

Those responsible for governance and management are at the early stages of allocating resources in ways that align with the service's strategic plan.

- The centre manager has increased the number of children on the centre's roll, which supports the financial sustainability of the service.
- A strategic plan has been developed and aligns to the National Education Learning Priorities (NELPS). This document does not yet have measurable indicators to support monitoring of progress, or a specific strategic focus on children's learning.
- Human resource policies, procedures and practices are yet to effectively support induction, PLD opportunities and performance management processes.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Rutherford Street 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 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 Areas of Concern

ERO found area of concern in the service relating to:

- emergency drills being carried out with children (as appropriate) on an, at least, three monthly basis.

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

9 Where to next for improvement?

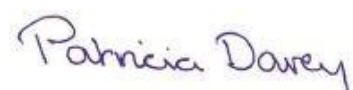
Rutherford Street Kindergarten will include the following actions in its quality improvement planning:

- Develop guidelines for assessment and planning for children's learning that clarify expected practices for teachers.
- Show children's individual learning, progress, and developing capabilities in relation to the learning outcomes in *Te Whāriki*.
- Refine human resource policies, procedures and practices to support induction and performance management processes.

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 December 2024

10 Information About the Service

Service Type	Education and care service
Number licenced for	32 children, aged over 2
Percentage of qualified teachers	80-99%
Ethnic composition	Māori 14%, NZ European/Pākehā 43%, Samoan 3%, Vietnamese 3%, Nepali 3%, Latin American 3%, South African 3%, American 6%, British 6%, Japanese 6%, Indian 9%, Sri Lanken 9%, Filipino 14%,
Service roll	35
Review team on site	September 2024
Date of this report	6 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, February 2023; Akanuku Assurance Review, March 2021

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 organisational conditions 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.