



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Glenview Kindy

Profile Number: 45795

Location: Glenview, Hamilton

1 ERO's judgement of Glenview Kindy 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

Glenview Kindy offers care and education in a mixed-age setting. The centre owner is responsible for leadership and governance of the service, and two qualified teachers hold responsibility for curriculum design and some improvement practices. The remainder of the team supporting the manager and teachers are unqualified and work to deliver the service vision that promotes a child-led, inclusive curriculum.

4 Progress since the previous ERO report

The 2023 ERO review identified there was growth required in the areas of assessment, planning and evaluation of children's learning with a focus on outcomes for learners. Additionally, the reflection of children's culture, language and identity needed strengthening. Progress has been limited as significant staff change has hindered overall impactful growth. The focus from leadership and governance has been on building a consistent team and stable service. Teachers have made some progress in establishing a framework for assessment and planning that considers the outcomes from *Te Whāriki*, the early childhood curriculum. While this work has also supported some progress in reflecting children's culture and language, it is in the early stages of growth, so knowledge of the impact for children's learning is limited.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service is establishing the conditions to design and deliver a curriculum that is responsive to children's individual learning needs.

- Strong relationships between teachers and parents positively influence children's experiences. Parents regularly share their aspirations, and these inform some curriculum decisions, particularly for children with additional learning needs.
- Children benefit from the mixed-age setting through peer learning and aspects of culturally responsive practices. There are some opportunities for children to hear te reo Māori and their home languages within the daily curriculum.
- Assessment practices are beginning to make children's learning visible over time. Key priorities for learning that inform the service's curriculum and philosophy have not yet been clearly identified.

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

Leaders and teachers are in the early stages of developing systems that enable cohesive professional growth.

- Qualified teachers take responsibility for their own ongoing learning and there are some positive outcomes for children as they make changes to their teaching practices. However, their understanding of the impact of these shifts for children is not yet informing wider improvement practices.
- Leaders and teachers are working collaboratively to deepen their understanding and implementation of a culturally responsive curriculum. Intentional teaching strategies and practice enables reflection of the languages and cultures present in the service including for Māori and Pacific children.
- Systems and processes to support curriculum design and implementation are managed by teachers. These are yet to be fully evaluated for teachers and the leader to know their effectiveness in supporting positive outcomes for learners.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership is yet to fully develop the conditions to enable ongoing growth in the teaching team that lead to continuous improvement.

- Leadership ensures the resources and time are available for teachers to lead the curriculum and aspects of improvement practices. This supports building of leadership capability in the teaching team.
- Leaders and teachers are establishing their understanding of the role of internal evaluation in identifying priorities for improvement. Current practices in this area are more about review and require further development to better inform quality teaching and learning.
- Leadership provides limited formal mentoring and professional guidance to support teachers' growth. The current system relies on the teachers taking responsibility to drive the systems to promote change.

Stewardship through effective governance and management | Te Whakaruruhau

Governance has not yet established the service's priorities for children's learning to guide strategic decision making and planning for improvement.

- The wellbeing of children and their families are a key factor in decision making. Conditions for teachers, adult: child ratios and support for families enable positive outcomes for children.
- The leader, in her governance role, and teachers collaborate with external agencies to enable children's inclusion and participation. This is positively impacting outcomes for some groups of learners.
- Conditions to enable the ongoing health and safety of children have been established and maintained. While this includes monitoring and reviewing policy and procedures, wider improvement practices are not fully established.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Glenview Kindy 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 Where to next for improvement?

Glenview Kindy will include the following actions in its quality improvement planning:

- Identify and define priorities for learning in consultation with parents and whānau to inform curriculum planning, strategic decisions, and planning for improvement.
- Leadership to implement consistent mentoring and professional practice processes to provide better support and enable teachers and the leader to understand the impact of their growth on outcomes for children.
- Teachers and leadership to build collective understanding of the purpose of evaluation and use this as a tool to focus on cohesive 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)

18 February 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children aged over 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 45%, NZ European/Pākehā 19%, Indian 33%, Pacific 3%
Service roll	33
Review team on site	October 2024
Date of this report	18 February 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, June 2023; Akarangi Quality Evaluation, June 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)*.

	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.