



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Folkestone Street Infant and Childcare

Profile Number: 20226

Location: Mairangi Bay, Auckland

## 1 ERO’s judgement of Folkestone Street Infant and Childcare is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
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
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## 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

Folkestone Street Infant and Childcare is a privately-owned early childhood centre. All day education and care are provided for infants and toddlers in a mixed-age learning environment. The service provider and centre manager oversee daily operations. The centre manager and team leader support a teaching team in providing age-appropriate curriculum experiences for the children.

## 4 Progress since the previous ERO report

The 2021 Akarangi | Quality Evaluation identified two improvement actions related to strengthening internal evaluation and improving planning processes. A good level of progress is evident in leaders understanding and using internal evaluation for improvement, and they have identified their next professional learning around internal evaluation. A good level of progress is also evident in assessment and planning documents as an evaluation related to how curriculum supports children's learning outcomes has been completed.

## 5 Learning Conditions

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

Infants and toddlers benefit from teachers enacting an unhurried, respectful and responsive approach to their learning which encourages confidence and child-led play.

- Learning-focused partnerships with parents and whānau inform curriculum planning and supports children's progress.
- The service provides an age-appropriate curriculum that supports exploration and problem solving. Teachers use appropriate teaching strategies to respond to infant and toddler learning.
- The service demonstrates bicultural and multicultural practices that foster a sense of belonging for infants and toddlers. They are strengthening their practices to further support children's culture, language and identity.

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

Leaders and teachers continue to build their professional knowledge of curriculum and pedagogy to design and implement a curriculum that is responsive to most children.

- Service leaders and teachers participate in a professional growth cycle that supports capability and builds shared understanding. Leaders are yet to provide critical feedback through this process to further grow teaching capability.
- Teachers have opportunities to attend relevant professional learning and development and are reflective of their changes in practice and impacts on learning outcomes for children.
- Service leaders and teachers are using internal evaluation to improve assessment and planning, to better align with *Te Whāriki*, the early childhood curriculum.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Service leaders continue to build relational trust and encourage collaboration and improvement.

- Shared leadership is promoted through distributing tasks and responsibilities within areas of operation and curriculum, to build capability of the team.
- Leaders identify and reduce barriers for children's participation and access to education. They are developing their knowledge in how to provide equitable outcomes for groups of learners.
- Leaders understand and use internal evaluation to improve learning conditions. They are developing their process to further develop a shared understanding of monitoring and evaluating outcomes for learners.

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

Those responsible for governance work collaboratively with the local community to support broader educational outcomes for children.

- Children's learning and development is supported through responsive partnerships between services, agencies and the wider community.
- The implementation of human resource practices promotes low turnover of teachers, and this is conducive to building and sustaining teacher and child relationships.
- The service owner works with the team to enact a strategic plan that considers the learning and wellbeing of children. They service is yet to evaluate how well the strategic plan is providing positive outcomes for learners.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Folkestone Street Infant and Childcare 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?

Folkestone Street Infant and Childcare will include the following actions in its quality improvement planning:

- Strengthen the process of showing how different groups of learners are considered through the use of internal evaluation, including evaluation of the programme and strategic planning.
- Children's culture, language and identity to be made evident within assessment records as well as reflected in the learning environment.
- Provide and document, through the professional growth cycle, critical feedback to teachers to further grow their capability.

#### 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.](#)

Lisa Oldridge

Lisa Oldridge  
Director of Early Childhood Education (Acting)

3 March 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children, including up to 25 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 3%, NZ European/Pākehā 87%, Chinese 8%, French 5%, other ethnic groups 21%
Service roll	38
Review team on site	November 2024
Date of this report	3 March 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation May 2021; Education Review, June 2016

### 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 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.
	<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.