

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Pakuranga Baptist Kindergarten

Profile Number: 25041

Location: Pakuranga, Auckland

1 ERO's judgement of Pakuranga Baptist 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

Pakuranga Baptist Kindergarten is owned and governed by the Pakuranga Baptist Church. The church is celebrating 50 years of service within a multicultural community. A long serving kaiwhakahaere (centre manager / professional leader) reports to the board and is part of a newly developed governance team that includes the senior pastor and the board chair. The kaiwhakahaere leads a relatively new teaching team of qualified registered teachers and support staff. Children attending the service come from ethnically diverse cultures.

Leaders and teachers practice is informed by the slow knowledge and the unhurried child pedagogy that enables a different pace and rhythm of children with less hurried adults. The curriculum is influenced by the Reggio Emilia approach that highlights the relationship between teachers, children, parents, whānau, the wider community and the learning environment. The outdoor explorers programme contributes to a growing knowledge of and appreciation for the environment, assisting children to be kaitiaki of peaceful and sustainable practices.

The kaiwhakawhaere is an active member of the South East Christian Kahui Ako. Leaders continue to maintain currency with relevant research to inform practice within the service.

Christian values view children as active sensory learners who are explorers and collaborators promoting respect. The service's philosophy is underpinned by Māori concepts of manaakitanga and whanaungatanga inspiring a sense of wonder and awe of God's creation.

4 Progress since the previous ERO report

The 2020 ERO report identified two improvement actions related to increasing opportunities for new migrant families to contribute to their children's learning and extending teachers conceptual knowledge of specific curriculum areas. Significant progress is evident in both areas.

Leaders have embedded a documented process that captures how improvement actions have been planned, actioned and desired outcomes monitored. Teachers engage in meaningful professional learning and development that aligns to improvement actions. Evidencing changes in practice is documented. A purposeful focus on building capability and capacity of a new teaching team has occurred. Internal evaluation is used to determine the impact of change practices for children's learning, development and associated outcomes.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a highly responsive and rich curriculum that emphasises deep learning with a focus on mathematical and literacy concepts, oral language development and draws from a te ao Māori perspective.

- Leaders and teachers subject content knowledge of curriculum highly reflect the depth and breadth of *Te Whāriki*, the early childhood curriculum, promoting valued learning outcomes for children, and social justice. Teaching and learning opportunities authentically integrate parent/whānau aspirations and the child's voice demonstrating strong learning-focused partnerships.
- Leaders and teachers are very knowledgeable in identifying and responding to children's learning priorities that inform curriculum decisions, planning and implementation. Through play children have equitable opportunities to extend learning alongside their peers, share ideas and perspectives while engaged in critical thinking fostering independence and agency.
- Leaders are highly intentional in establishing and maintaining good relationships with local schools/kura regularly sharing their knowledge and information about the service's curriculum and priorities for children's learning. Consistently making explicit links to key competencies, values and learning areas identified in pathways to school and kura across the curriculum would further extend curiosity of and for learning.

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

Leaders are highly collaborative in the way they support and enable the conditions to effectively build teachers' professional knowledge, expertise and cultural competencies to implement an inclusive curriculum for all children.

- Leaders and teachers have access to targeted professional learning and development and are making good use of current research and literature. This informs teachers' thinking and justification about what they do and why; and the impact this is having on teaching practices to support positive outcomes for children.
- Leaders and teachers confidently role model the use of te reo Māori and uphold tikanga Māori practices in their daily kaupapa across all aspects of the service. Assessment documentation makes strong links to the guiding principles of Enviroschools: empowered learners, learning for sustainability, te ao Māori, respect for diversity, and sustainable communities promoting children as responsible kaitiaki of papatūānuku.
- Leaders and teachers have opportunities to inquire into aspects of their practice both individually and collectively. Evidence-based changes to practice is monitored, evaluated to some extent and shared, thereby highlighting the impacts.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The organisation continues to maintain the conditions to improve leadership capability and sustain high quality teaching.

- Service leaders and the governance team collaboratively enact the vision, plans and priorities for improvement. They regularly monitor and report on how well these are enacted, demonstrating the commitment and influence of staff to the organisation, children, whānau and wider early childhood communities.
- Leaders and teachers are open to lead learning and be led to learn. A high level of relational trust enables collaboration, sustained improvement and collective responsibility advocating for agency of staff, parents, whānau and children.
- Service leaders and the governance team recognise and strategically prioritise resourcing allocation to effectively support curriculum, teaching practices and children's learning. Strengthening a shared understanding of evaluation for improvement by consistently identifying and reporting on the impact of changes made for learners is a next step.

Stewardship through effective governance and management | Te Whakaruruhau

The organisation has robust systems and processes to regularly scrutinise reliable data that focuses on equity to refine its strategic priorities and decisions.

- Service leaders are responsive and reflective when working collaboratively with external agencies and community organisations enabling positive educational and social outcomes for children and their whānau. Shared decision making, knowledge and information actively pursue ways to prioritise social justice, children's learning, development and wellbeing.
- Service leaders provide teachers with clear expectations and guidance to support a systematic approach to induction, professional learning and development opportunities and comprehensive performance management processes. Recruitment of new staff is an unhurried process to ensure the selection and retention of well qualified leaders and teachers.
- A robust schedule of reviews for policies and procedures enables the service to continue to maintain meeting regulatory requirements.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Pakuranga Baptist 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 Where to next for improvement?


Pakuranga Baptist Kindergarten will include the following actions in its quality improvement planning:

- Service leaders and teachers make explicit links to the values, key competencies, and learning areas to pathways to school and kura to continue to extend children's growing conceptual knowledges and understandings of curricula.
- Continue to use high quality assessment information to provide children with feedback that acknowledges learning and recognises their efforts, challenges and successes.
- Service leaders and teachers strengthen a shared understanding of evaluation for improvement. Identify what is and what is not working and for whom to inform future planning decisions and the allocation of resourcing.

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
Director of Early Childhood Education (Acting)

14 March 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children aged 2 and over
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 7%; NZ European/Pākehā 32%; Fijian 2%; Kiribati 2%; Chinese 29 %; Sri Lankan 7%; Other 24%
Service roll	41
Review team on site	October 2024
Date of this report	14 March 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, May 2020; Education Review, May 2015

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.