



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Howick Baptist Church Kindergarten

Profile Number: 25015

Location: Howick, Auckland

1 ERO's judgement of Howick Baptist Church 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
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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

Howick Baptist Church Kindergarten is a not-for-profit, community-based service. Governance and management are well supported by the committee and board chair. A long serving centre manager leads the team of qualified teachers. The service philosophy and Christian values are well reflected throughout the curriculum and interactions.

4 Progress since the previous ERO report

The 2021 ERO report identified two areas of improvement. Good progress has been made in using internal evaluation processes to strengthen governance and management systems. Significant progress has been made in relation to sustaining children's complex learning. Targeted professional learning and development (PLD) opportunities for teachers has supported them to sustain ongoing intentional teaching practices.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service has multiple sources of information that show the breadth, depth and complexity of children's increasing capabilities in relation to the learning outcomes of *Te Whāriki*, the early childhood curriculum.

- Children experience a rich, responsive curriculum that encourages complex thinking through a wide range of experiences. Intentional teaching practices enable children to revisit and build on their learning over time.
- Sustained interactions between teachers and children support children to develop oral language and social and emotional competencies. Te reo Māori and te ao Māori are meaningfully integrated into the curriculum.
- Parents' aspirations are regularly collected and responded to, and purposefully used to inform curriculum design and implementation. Assessment documentation could better show how teachers respond to children's diverse cultural identities.

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

Leaders and teachers regularly gather and analyse information to evaluate the quality of education and care and use this information to inform ongoing planning for improvement.

- Leaders and teachers work collaboratively to build their professional knowledge and expertise to design and implement a rich and relevant curriculum for all children.
- Teachers purposefully reflect on their practice to adapt their teaching and the environments to better support individual needs and preferences. They regularly monitor the impact of these adaptations.
- Ongoing inquiry and professional learning and development is a natural part of the culture of the service. Leaders and teachers can explain how actions taken by them are impacting on specific groups of children; however, this is not consistently reflected in evaluation documentation.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service identifies and fosters leadership that supports continuity and sustains high-quality teaching.

- Distributed leadership has been well thought through and is actively promoted. A long-standing leadership and teaching team has sustained the service's growth over time and provided opportunities for teachers to build their collective capabilities.
- Leaders and teachers work effectively with external agencies to support children with additional needs and identify and remove barriers to learning. They work to ensure all children have equitable access to the full range and opportunities and experiences within the curriculum.
- Leaders model and promote professional accountability and collective responsibility for the wellbeing and learning of all children. Teachers work together to enact the service's Christian values and centre priorities.

Stewardship through effective governance and management | Te Whakaruruhau

Governance has a clear focus on decision making that ensures sustainability of the service.

- Those responsible for governance and management allocate time and resources to ongoing high-quality professional learning and development. This supports improved learning outcomes and promotes equitable opportunities for children and their families.
- Teachers are strategically recruited to reflect the cultural diversity of the community.
- Relational trust at every level promotes collaboration, risk taking and openness to change and improvement. This supports the retention of the long-standing teaching team and is conducive to positive teacher-child interactions.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Howick Baptist Church 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?

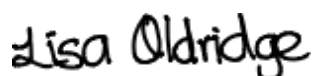
Howick Baptist Church Kindergarten will include the following actions in its quality improvement planning:

- Ensure assessment document consistently shows how teachers recognise and respond to children's identities, languages and cultures.
- Better document internal evaluation findings to show the impact of changes made on learners over time.

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)

23 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children aged over two years
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 13%; NZ European/Pākehā 43%; Chinese 43%; other ethnic groups 17%.
Service roll	23
Review team on site	February 2025
Date of this report	23 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, June 2021; Education Review, September 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)*.

	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.