

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Grafton Private Kindergarten

Profile Number: 60192

Location: Paraparaumu

1 ERO's judgement of Grafton Private 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

Grafton Private Kindergarten provides education and care for children aged two years and over. The service is managed by the owner, who is supported by a long-standing team member newly appointed to the role of pedagogical leader. Both oversee day-to-day operations, teaching and learning. The kindergarten's staffing is stable and well-established.

4 Progress since the previous ERO report

There has been good progress since the previous ERO report in all three improvement actions for this service.

The 2022 ERO report outlined three areas for improvement; strengthening team collaboration on planning and evaluation, aligning with *Te Whāriki* the early childhood curriculum and centre priorities while enhancing parent partnerships and bicultural elements in assessments, building team capacity for internal evaluation, ensuring alignment with strategic priorities and clear evaluative questions; and embedding new learning and fostering shared understanding across the team, linked to current priorities and professional development.

Good progress has been made in all these identified areas. Leaders can clearly articulate the approach taken, their current progress, and their next steps. Relevant professional learning has been valuable, contributing to improvements in practice as reflected in documents and observations. The documented process shows that all improvement actions have been planned and actioned through regular collaborative discussions with management, setting clear guidelines and expectations for staff.

Prioritising curriculum processes is actively reflected in the gathering of parents' learning expectations for their children, which informs the daily programme. Teachers are also building on their bicultural practices, with te reo Māori and tikanga Māori evident in both assessment documentation and through teacher practices observed.

Internal evaluation has been well implemented by leaders, and this has led them to supporting teachers in using internal evaluation more meaningfully. Leaders have also identified areas for improvement and are refining their knowledge and skills. This refinement includes aligning the agreed framework more closely with strategic priorities, along with defining evaluative questions and indicators to focus intentionally on evidence gathering, analysis, and decision-making.

Leaders have prioritised learning and building shared understanding across the team in line with current goals and professional development. Evidence shows that staff are actively sharing their learning and strategies, and professional growth cycles are aligned with the centre's strategic plan and learning priorities.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The curriculum and teaching practices effectively extend children's communication skills and support their overall learning and development.

- Children with diverse learning needs are well supported within the enacted curriculum, which has a strong emphasis on intentional teaching strategies. The inclusion of New Zealand Sign Language is particularly evident, supporting children's language development and communication skills.
- The *Te Whāriki* principles and learning outcomes are firmly embedded in the assessment for children's learning. However, while parental aspirations have been gathered for the majority of children and there are identified teaching strategies, there are still some gaps which limit teachers' ability to fully evaluate and tailor learning experiences for all children.
- Aspects of children's language, culture, and identity are visible within the environment, including cultural celebrations and the use of kupu Māori and karakia kai. However, the integration of language, culture, and identity for each individual child remains an area to strengthen and further embed in practice.

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

Leaders intentionally ensure access to professional learning and development opportunities which build staff capability and are aligned with the service's goals for continuous improvement.

- Leaders and teachers work collaboratively to build their collective knowledge of *Te Whāriki* principles and learning outcomes, effectively integrating them into assessment documentation.
- Teachers' professional growth cycle inquiry goals are aligned with the centre's strategic plan and learning priorities with relevant professional learning and development undertaken by teachers and leaders to build knowledge and capability in actively supporting the curriculum.
- Leaders and teachers are reflective in their practice, but there is a need to continue to deepen their understanding of evaluative practices to assess the impact of their professional learning and development, to determine what is or is not working for individuals or groups of children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders consistently develop, implement and review systems and processes that drive ongoing improvement.

- Clear roles and responsibilities developed by leaders for each of their positions enhances accountability, streamlines operations and ensures a more efficient and cohesive team approach within the centre.
- Leaders actively participate in a leadership programme to deepen their knowledge of changes in the early childhood sector and share relevant insights and documents with teachers at team meetings enhancing collective understanding and aligning the team with sector developments.
- Leaders support the teaching team in building their understanding of internal evaluation while informing recent changes to assessment, planning practices and policy. They have self-identified that internal evaluation is an area to further to strengthen.

Stewardship through effective governance and management | Te Whakaruruhau

Governance and management strategically allocate resources in alignment with the service's philosophy, values, and learning priorities.

- There is an intentional focus on staff well-being, which contributes to building and sustaining quality adult-child relationships and better outcomes for children.
- Governance and management provide regular professional learning and development opportunities to build the capability of leaders and teachers, including collaborative relationships with external agencies to support teachers' learning and improve educational outcomes for children.
- Reporting by governance, management, and leaders is currently informal and mostly undocumented. It is important to consider more formal reporting to assess the impact of initiatives and outcomes for learners.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Grafton Private 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 Area of Concern

ERO found area of concern in the service relating to:

- having a record of all injuries, illnesses and incidents that occur at the service. This includes a description of the injury, illness, or incident, actions taken by whom, and evidence that parents have been informed.

Licensing Criteria for Early Childhood Education and Care Centres 2008; HS27.

9 Where to next for improvement?

Grafton Private Kindergarten will include the following actions in its quality improvement planning:

- Actively seek whānau aspirations for their children and prioritise intentional teaching strategies to inform the assessment of children's learning progress over time.
- Intentionally plan for and implement practices that acknowledge and celebrate all children's languages, cultures, and identities, including tamariki Māori.
- Develop clear evaluative questions and a small set of measurable indicators to further strengthen leaders' and teachers' capability and knowledge to use internal evaluation for continuous 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.](#)



Lisa Oldridge
Director of Early Childhood Education (Acting)

23 April 2025

10 Information About the Service

Service Type	Education and care service
Number licenced for	32 children aged over 2 years of age
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 13%; NZ European/Pākehā 99%, British 10%, South African 10%, Cook Island Māori 2%
Service roll	39
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, January 2022; Education Review, February 2018

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.