

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Redhills Community Kindergarten Inc

Profile Number: 20142

Location: Massey, Auckland

1 ERO's judgement of Redhills Community Kindergarten Inc 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

Redhills Community Kindergarten Inc is a well-established, non-profit early childhood service. A parent committee supports a qualified long-serving service provider/manager with governance and management. The stable teaching team includes three qualified teachers and two unqualified staff. The community is culturally diverse. Some children of Māori and a few children of Samoan, Tongan or Fijian heritages attend. Some families who attend the service are multi-generational. The philosophy prioritises building responsive and reciprocal relationships with children, parents/whānau and the community.

4 Progress since the previous ERO report

ERO's 2021 Akarangi | Quality Evaluation identified two areas for improvement. These were to continue to build teachers' knowledge of culturally responsive teaching practices and to align the service's strategic plan more strongly with the kindergarten's key priorities and children's learning.

Limited progress has been made to build teachers' culturally responsive knowledge through deeper engagement with Tapasā for teachers of Pacific learners and Tātaiako for teachers of Māori learners. Teachers have yet to demonstrate a shared understanding in implementing culturally responsive teaching strategies.

Limited progress has been made to implement the service's recently developed strategic plan. A 2024 evaluation of progress against the goals/objectives is yet to show the impact of strategies/actions on outcomes for children, whānau and teachers.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service reflects a broad curriculum based on *Te Whāriki*, the early childhood curriculum.

- The curriculum includes a wide range of activities and experiences aligned with children's interests and parents' aspirations for their child, including mathematical and literacy learning. Children choose between a variety of adult-led or child-initiated experiences.
- Teachers have established relationships with parents that are reflective of the service's philosophy. Parents share information with teachers about their child's learning and development.
- Teachers use a broad range of strategies to intentionally promote children's social emotional and language development. Assessment documentation is not consistently explicit in showing teachers' responses to parent aspirations, and individual children's languages and cultures.

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

Leaders and teachers have opportunities to develop their professional skills and are taking steps to improve their understanding of curriculum provision and assessment for learning.

- Teachers participate in a mentoring program to grow their teaching practices, and they share their learning with each other. Documentation does not show the impact of new learning on teachers professional growth or on outcomes for children.
- Teachers are an early stage of providing a bicultural curriculum. Some Pacific values and aspects of other diverse cultures are reflected in the curriculum.
- Leaders and teachers collaborate with parents and external agencies to promote positive outcomes for children with additional learning needs.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Building relational trust between leaders and teachers is ongoing, promoting an openness to change and improve.

- Leaders support teachers to develop their understanding of internal evaluation practices. Documentation is yet to show the impact of changes made in relation to learning outcomes for specific groups of children.
- Leaders promote teachers' growth through mentoring, informal discussions, and access to professional learning and development opportunities. These growth initiatives are the early stages of development.
- Leaders and teachers promote children's health, safety and wellbeing. A suitable framework for reviewing policies and practices with parents is in place.

Stewardship through effective governance and management | Te Whakaruruhau

Governance is developing systems to improve accountabilities and distribute leadership within the service.

- Some systems and process need updating and streamlining to be more useful and manageable. The service provider is yet to fully delegate administrative responsibilities within the team.
- Aspects of the service's philosophy that are evident in practice include viewing children as being of paramount importance, establishing responsive and reciprocal relationships with children and families, and intentional teaching practices.
- Governance implements initiatives aligned to service priorities such as providing additional staffing.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Redhills Community Kindergarten Inc 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?

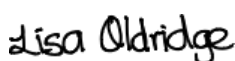
Redhills Community Kindergarten Inc will include the following actions in its quality improvement planning:

- Provide further opportunities for parents' and whānau to contribute to the curriculum including sharing their aspirations for their child's learning, and for teachers to respond to the information shared.
- Improve assessment documentation so that it shows:
 - information about individual children's learning and their progress over time
 - teachers' documented response to individual children's languages and cultures.

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 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	35 children, including no children aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 33%; NZ European/Pākehā 10%, Samoan 10%. Tongan 10%, Fijian 7%, Brazilian 3 %, Tuvaluan 3%, other ethnic groups 24%.
Service roll	30
Review team on site	March 2025
Date of this report	23 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, August 2021; Education Review, May 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.