

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Patoka Rural Kindergarten

**Profile Number:** 55180

**Location:** Patoka, Hawkes Bay

## 1 ERO's judgement of Patoka Rural 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

Patoka Rural Kindergarten is a not-for-profit, community based early childhood service operating three days a week. A parent committee is responsible for governance. Day-to-day management is undertaken by a head teacher, supported by a fulltime teacher. The service philosophy emphasises the values of whānaungatanga, play, respect, belonging and happiness.

## 4 Progress since the previous ERO report

The November 2022 ERO Akanuku | Assurance review identified non-compliance with the regulatory standards. At that time areas of non-compliance identified in that report were quickly addressed, with support from the Ministry of Education.

## 5 Learning Conditions

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

Children experience a purposeful learning environment that challenges them to explore, and to become fully involved in a wide variety of learning experiences that reflect the context of the rural community and beyond.

- Children lead their own learning and are given time and space to revisit their interests. Children make sense of their world through play and experience an unhurried approach to developing their knowledge.
- Teachers meaningfully respond to children's learning, interests and developing capabilities through a range of intentional teaching strategies to progress their learning. Each child's identity as a learner is enhanced through teachers intentionally including children's home languages in the curriculum. How teachers respond to children's cultures, is not as evident within assessment records for individual children.
- Assessment for learning reflects children's interests, ways of learning, local events and the service's philosophy. The learning outcomes from Te Whāriki the early childhood curriculum and parent aspirations are not well evidenced within individual planning.

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

Children's learning is supported by leaders' and teachers' participation in relevant professional learning and development aligned to children's wellbeing and service priorities.

- Leaders and teachers respond meaningfully to children's interests and inquiries to support and extend development of their understandings and working theories.
- Collaborative relationships support the team to share their ideas, skills and knowledge in ways that contribute to curriculum planning and assessment.
- Teachers are building their collective understanding of how to do and use effective evaluation to make improvements. They are yet to use evaluation to know the impact of changes in teaching for individuals and groups of children.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders work collaboratively to enact the service's vision, philosophy and priorities.

- Relational trust between leaders, teachers and parents contribute to a positive working community that enhances children's sense of belonging.
- Leaders actively seek ways to remove barriers to children's learning and development to enable them to participate in an inclusive curriculum.
- Leaders and teachers actively support the wellbeing and learning of children.

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

Emphasis on the learning and wellbeing of children and their whānau guides decision making.

- The parent committee work collaboratively with leaders and teachers to support initiatives that contribute to positive community and social outcomes for children.
- The parent committee and management identify and act to remove barriers to children's access and participation in the service.
- Relationships are prioritised as an underpinning principle to developing partnerships with children, parents and teachers.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Patoka Rural 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 Areas of Concern

ERO found an area of concern in the service relating to:

- ensuring that detailed records of each component of the safety check are kept when employing or engaging children's workers.

*Licensing Criteria for Early Childhood Education and Care Centres 2008, GMA7A.*

## 9 Where to next for improvement?

Patoka Rural Kindergarten will include the following actions in its quality improvement planning:

- Improve planning and assessment practices to better show learning outcomes for individual children and how parent aspirations are gathered and responded to.
- Build the teaching team's understanding of how to do and use effective internal evaluation to make improvements to the curriculum, teaching and learning.

### 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)

7 May 2025

## 10 Information About the Service

Service Type	Education and care service
Number licenced for	20 children aged over 2yrs
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 14%; NZ European/Pākehā 85%; Samoan 7%; Cook Island 7%
Service roll	14
Review team on site	February 2025
Date of this report	7 May 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, November 2022; Education Review, February 2019

### 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.