

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** One Tree Hill Community Kindergarten

**Profile Number:** 20125

**Location:** One Tree Hill, Auckland

1 ERO's judgement of One Tree Hill Community 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

One Tree Hill Community Kindergarten is a not-for-profit service. Serving a diverse community, a significant number of children who attend whakapapa Chinese. The head teacher and a parent committee work collectively to oversee daily operations. They work alongside the long serving, experienced teaching team. Collectively they prioritise encouraging children to develop perseverance and resilience. The kindergarten recently celebrated its 70<sup>th</sup> birthday.

## 4 Progress since the previous ERO report

The Oct 2021 Akarangi | Quality evaluation report ERO identified three areas for improvement. The first area was to strengthen internal evaluation through gathering evidence from a wide range of sources and monitoring the effectiveness of changes made. Progress has been made in the gathering aspect. However, limited progress has been made regarding the use of measurement, monitoring and evaluation aspects of internal evaluation practice.

The second area was to support teachers to clearly document programme planning and records of children's learning over time. Teachers and leader have made termly changes to planning practices throughout 2023 and 2024, this constant change has limited their progress, however assessment records show some children's learning in the moment.

The last area was to strengthen learning-focused partnerships with families and the community. Limited progress has been made with parent aspirations and voices continuing to be discussed only. ERO found limited evidence of teachers intentionally documenting parents on going aspirations, and their continual responses to assessment and planning for their child.

## 5 Learning Conditions

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

Children experience a stimulating environment where teachers intentionally promote curiosity, creativity and independence as children and teachers work alongside each other.

- The large, well-resourced indoor and outdoor environments provide children with choice, encourage risk-taking and challenge, and support them to lead their own learning through play. Termly trips into the community facilitate children building wider world knowledge and experiences.
- Transitions into the service and onto school are well supported. Flexible routines and small group work programs respond to children's well-being needs and support their foundational skills, attributes and knowledge.
- Children's assessment records document their learning, interests, strengths and dispositions. These are not yet intentionally linked to children's planning, evaluation of progress and parents ongoing aspirations.

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

Leaders and teachers have embedded systems to promote a community of learning within their team.

- Teacher only days provide opportunities and time for collaborative planning and for teachers to attend professional learning. This increases their knowledge and supports a wider lens being applied to planning and practices.
- Teachers and leaders are building their cultural knowledge and capability. Cultural information is gathered from families with regular significant cultural celebrations taking place alongside whānau members.
- Professional growth cycles are systematically and purposefully aligned with improvement practices. Some documentation makes explicit links to the learning outcomes of *Te Whāriki*, the early childhood curriculum, as well as to the Teaching Standards.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Shared leadership practices foster high levels of relational trust and a strong sense of belonging within the team.

- Leadership continues to create an environment where teachers are empowered. Teachers continue to improve their practice and share this within the team.
- Internal evaluation practices are informing positive changes for children. The service is yet to fully utilise the potential of evaluation as they are not yet measuring, monitoring and evaluating these changes overtime.
- Leadership ensures continuous mentoring of teachers' growth cycles. These processes affirm teachers' increasing professional knowledge and ensure shifts in their practices are benefiting children's on-going learning.

Governance works collaboratively with the head teacher to ensure effective processes support teachers' well-being and promote children's health, safety and learning.

- A highly supportive parent-elected committee assists the head teacher in overseeing day-to-day operations of the kindergarten. Intentional steps are taken to seek parent voices to help inform decision making.
- Governance, alongside leadership, work collaboratively to apply an equity lens to their decision-making. This ensures all children and their whānau are supported to access and participate meaningfully in early childhood education.
- Strategic planning has previously been a priority for the service. However, the current strategic plan has not been revisited, evaluated or monitored since 2023.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of One Tree Hill Community 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?

One Tree Hill Community Kindergarten will include the following actions in its quality improvement planning:

- Improve assessment and planning practices by intentionally documenting and sharing teacher-focused planning, progress, and evaluation of individual children's learning.
- Consistently include parent voices in assessment documentation, capturing their ongoing aspirations for their child's learning and development.
- Leaders and teachers to improve the use of measurement, monitoring, and evaluation within internal evaluation practices to more effectively support ongoing improvements in children's 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)

5 May 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, aged over 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 1%; NZ European/Pākehā 72%; Chinese 19%; Other ethnic groups 8%
Service roll	47
Review team on site	March 2025
Date of this report	5 May 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, October 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)*.

	<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.