



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kelston Community Early Childhood Centre

Profile Number: 10347

Location: Kelston, Auckland

1 ERO's judgement of Kelston Community Early Childhood Centre 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

Kelston Community Early Childhood Centre is owned and operated by a community trust. The trust governs the service, alongside the centre contact person and a centre manager. The assistant manager supports the manager with the day-to-day operations of the service. The philosophy is based on providing an inclusive curriculum that acknowledges and responds to the ethnically diverse languages and cultures of children enrolled.

4 Progress since the previous ERO report

ERO's 2021 report identified two improvement actions: evaluating how well teachers' assessment of learning and the curriculum helps them to progress their priorities for children's learning, and to build the collective capability of the team to evaluate how the curriculum and teaching practices contribute to improved outcomes for children.

The service has made good progress in both these areas. Teachers have developed their ability to evaluate how the curriculum and their teaching practices support children's learning. They are also using assessment information more intentionally to identify and respond to individual learning priorities, resulting in more targeted and meaningful support for children's learning.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers use varied teaching strategies to engage in respectful, responsive and sustained interactions with children.

- The learning environment is intentionally resourced to provide opportunities for children to make choices about their own learning. Children have access to a range of learning experiences which help them to explore, be curious and to make sense of the world around them.
- Assessment documentation captures children's interests and increasing capabilities. Teachers are continuing to refine their intentional teaching strategies and to evaluate how effective they are in supporting children's learning.
- There is some evidence in assessment information of partnerships with parents that include identifying goals for children's learning. Learning environments reflect aspects of te ao Māori and Pacific cultures, that are reflective of the service's community.

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

Leaders and teachers demonstrate sound professional knowledge that is reflective of current theory and *Te Whāriki*, the early childhood curriculum.

- Leaders and teachers participate in relevant professional learning and demonstrate a reflective approach that leads to ongoing improvements in their teaching practice. They are continuing to build their cultural knowledge and are working on ways to implement a curriculum that meaningfully reflects and values cultural diversity.
- The curriculum responds to children's needs and is inclusive. Leaders and teachers regularly meet to develop a shared understanding of priorities for children's learning.
- Teachers are collaborative. They are developing their evaluative practices and individual teaching reflections to better know about how shifts in teaching practice have impacted on learners.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are collaborative and improvement focused in enacting the service's philosophy, priorities and plans for improvement.

- Leaders are building a culture of trust that fosters growth. They work with teachers to build their teaching capability based on improving outcomes for children.
- The wellbeing and learning of all children at the service is prioritised. Leaders and teachers work collaboratively with parents to identify and remove barriers for learners.
- Internal evaluation systems are used to identify improved learning outcomes for children and to respond to community priorities. All staff continue to build their knowledge of useful ways to monitor and evaluate improvement and the differences changes have made for learners.

Stewardship through effective governance and management | Te Whakaruruhau

Governance considers whānau relationships and the wellbeing of children as a central aspect that informs decision-making.

- Regular collaboration with external agencies and parents provides consistent support for children with additional learning needs.
- Governance allocates additional resourcing that promotes equitable outcomes for learners. They provide support for children and families to access the service.
- Governance has embedded their human resource practices to retain and recruit teachers. A culture of collaboration and trust supports staff retention.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kelston Community Early Childhood Centre 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?

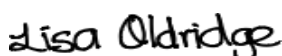
Kelston Community Early Childhood Centre will include the following actions in its quality improvement planning:

- Prioritise teachers' consistent use of intentional teaching practices and evaluate how well they support children's learning in relation to the outcomes from *Te Whāriki*.
- Build a shared understanding across the teaching team of how to evaluate shifts in teaching practice and the impacts these changes have on outcomes for learners.

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)

2 July 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children aged 2 and over
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 18%; Samoan 22%; Fijian 11%; Tongan 11%; NZ European/Pākehā 7%; Cook Island 3%; Niuean 3%; other Pacific groups 5%; other ethnicities 27%
Service roll	45
Review team on site	April 2025
Date of this report	2 July 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, October 2021; Education Review, October 2017

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.