



## ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Rangi Ruru Pre-School

Profile Number: 70438

Location: Christchurch

### 1 ERO's Judgements

[Akarangi | Quality Evaluation](#) evaluates the extent to which this early childhood service has 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 \(PDF 3.01MB\)](#) are the basis for making judgements about the effectiveness of the service in achieving equity and excellence for all learners. [The Akarangi Quality Evaluation Judgement Rubric \(PDF 91.30KB\)](#) derived from the indicators, is used to inform the ERO's judgements about this service's performance in promoting equity and excellence.

ERO's judgements for Rangi Ruru Pre-School are as follows:

Outcome Indicators	ERO's judgement
What the service knows about outcomes for learners	Whakawhanake Sustaining

Ngā Akatoro Domains	ERO's judgement
He Whāriki Motuhake The learner and their learning	Whakawhanake Sustaining
Whakangungu Ngaio Collaborative professional learning builds knowledge and capability	Whakawhanake Sustaining
Ngā Aronga Whai Hua Evaluation for improvement	Whakawhanake Sustaining
Kaihautū Leaders foster collaboration and improvement	Kia rangatira ai te tipu Excelling
Te Whakaruruhau Stewardship through effective governance and management	Whakawhanake Sustaining

## 2 Context of the Service

Rangi Ruru Pre-School is a small, community-based early childhood centre located on the grounds of Rangi Ruru Girls' School. It provides education and care for children from two years old to school age. All teachers are qualified and registered. The centre manager and senior teacher share overall responsibility for day-to-day operation of the service.

## 3 Summary of findings

Leaders and kaiako have strong, shared values and ways of working. They see children as capable and competent learners. Leaders and kaiako collaborate to develop and maintain responsive, reciprocal and respectful relationships and partnerships with children, parents, whānau and the local education community.

Kaiako carefully consider transitions into and through the service that are tailored to each child providing time for Kaiako to know them in the context of their family and culture. Children with additional learning needs are well supported to succeed within an inclusive learning environment.

The use of *Te Whāriki*, the early childhood curriculum, is highly evident in assessment, planning and evaluation processes and underpins the learning priorities the service has for children. Kaiako deliberately use the learning outcomes from *Te Whāriki* in assessment for learning practices to guide and show children's progress and achievement over time. Kaiako value children's diverse languages cultures and identities, leaders agree they could make this consistently evident in assessment documentation. Evaluation of group planning describes learning however more depth is required to explicitly show how effective teaching improves outcomes for children's learning.

Leaders and kaiako design and implement a responsive and rich curriculum that enhances children's mana and identity as a learner. Children have a strong sense of belonging and agency. Kaiako are intentional about giving them the space and time to lead their own learning. Regular, relevant experiences at Rangi Ruru Girls' School provide further opportunities for extension. Te reo Māori and New Zealand Sign Language are also well integrated into the daily learning programme.

Children's learning is enhanced through leaders and kaiako working as a professional learning community. Evaluation, inquiry and knowledge building are embedded in the policies, systems, processes and practice that contribute to plans and actions to realise the vision, values, goals and priorities for children's learning.

Leaders effectively use the strengths of kaiako to ensure that there is relational trust at every level to encourage collaboration, and sustained improvement. They advocate and work alongside children, parents and whānau to promote equitable outcomes for all children.

## 4 Improvement actions

Rangi Ruru Pre-School will include the following actions in its Quality Improvement Planning:

- give greater prominence to te ao Māori in all practices, processes and documentation
- make explicit the language, culture and identity of children in assessment documentation
- further strengthen evaluation of planning for learning to show the impact of teaching strategies on outcomes for children.

## 5 Management Assurance on Legal Requirements

Before the review, the staff and management of Rangī Ruru Pre-School completed an *ERO Centre 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 systems for managing the following areas that have a potentially high impact on children's wellbeing:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; hygiene; excursion policies and procedures)
- suitable staffing (including qualification levels; police vetting; teacher registration; ratios)
- evacuation procedures and practices for fire and earthquake.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.



Dr Lesley Patterson  
Director Review and Improvement Services (Southern)  
Southern Region | Te Tai Tini

2 June 2021

## 6 About the Early Childhood Service

Service type	Education and care service
Number licensed for	30 children, over the age of two years.
Percentage of qualified teachers	80%+
Service roll	39
Ethnic composition	Māori 8, NZ European/Pākehā 23, other ethnicities 8
Review team on site	March 2021
Date of this report	2 June 2021
Most recent ERO report(s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review, September 2016; Education Review, May 2013.