



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: King's School - Early Learning Centre

Profile Number: 46114

Location: Remuera, Auckland

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](#) are the basis for making judgements about the effectiveness of the service in achieving equity and excellence for all learners. Judgements are made in relation to the Outcomes Indicators, Learning and Organisational Conditions. The [Evaluation Judgement Rubric](#) derived from the indicators, is used to inform ERO's judgements about this service's performance in promoting equity and excellence.

ERO's judgements for King's School - Early Learning Centre are as follows:

Outcome Indicators (What the service knows about outcomes for learners)	Whakaū Embedding
<u>Ngā Akatoro Domains</u>	
Learning Conditions	Whakaū Embedding
Organisational Conditions	Whakaū Embedding

2 Context of the Service

King's School - Early Learning Centre is in the grounds of King's School. Boys attend from around four years of age and all transition onto King's School. There are three qualified teachers, including the head teacher. Many boys have had siblings or other family members previously attend the centre.

3 Summary of findings

Children at this service play collaboratively and engage in sustained conversations with teachers and peers. They have a strong sense of belonging and identity as a “King’s boy.” As a result, they confidently make choices, take responsibility for themselves, and show concern for others.

The boys learn in a well-resourced and inviting environment that meets their learning styles and preferences. They are treated with dignity and respect by teachers. Problem solving, literacy, mathematics and science opportunities are woven into meaningful experiences through teachers’ skilful strategies. Teachers nurture children’s creativity, imagination, and curiosity.

The boys are supported to be successful learners within a responsive curriculum that is intentional and consistent with *Te Whāriki*, the early childhood curriculum. Teachers actively support children’s readiness for King’s School and regularly use the school’s facilities for curriculum activities. They respond meaningfully to boys’ interests and ways of learning. Boys’ social competence is affirmed through teachers’ interactions and skilful positive guidance.

Teachers are committed to *Te Tiriti o Waitangi* and acknowledge the unique place of Māori as tangata whenua. They are building their own, and boys’, familiarity with te reo Māori and tikanga Māori.

Teachers and leaders promote positive adult, child and whānau relationships. They recognise the importance of child, parent and whānau voice and use this information to plan priorities for individual and group learning. Leaders provide professional learning opportunities and use the strengths and skills each teacher contributes to the team. Teachers recognise that internal evaluation is an area for improvement.

Governance and management systems operate with a high level of collaboration and relational trust. Leaders and teachers enact a shared philosophy and implement policies and practices that promote positive outcomes for children. Developing a documented appraisal process and implementing a professional growth cycle for teachers is a priority to enrich teachers’ capabilities and evaluative practice.

4 Improvement actions

King’s School - Early Learning Centre will include the following actions in its Quality Improvement Planning:

- Continue to provide opportunities for the boys’ increasing leadership capabilities in relation to the learning outcomes in *Te Whāriki*.
- Evaluate how well the service curriculum is helping to achieve its priorities for the boys’ learning and use this information to adapt teaching practices.
- Improve self-review and internal evaluation processes to more explicitly show how effectively service systems and practices promote equitable and excellent outcomes for the boys.

5 Management Assurance on Legal Requirements

Before the review, the staff and management of King's School - Early Learning 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 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; safety checking; teacher registration; 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.

6 Actions for Compliance

ERO identified the following area of non-compliance:

- Ensuring processes for human resource management include a system for regular appraisal.

Licensing Criteria for Early Childhood Education and Care Services 2008 GMA7.

During the review, the service provided ERO with evidence that shows it has addressed the following non-compliance:

- Ensuring all children's workers who have access to children are safety checked in accordance with the Children's Act 2014 (GMA7A).



Patricia Davey
Director of Early Childhood Education (ECE)

7 June 2023

7 About the Early Childhood Service

Service type	Education and care service
Number licensed for	28 children aged over 2 years of age
Percentage of qualified teachers	100%
Service roll	18
Review team on site	March 2023
Date of this report	7 June 2023
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, January 2019 Education Review, November 2014