

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Lovingcare Kindergarten

Profile Number: 10110

Location: Henderson, 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 Lovingcare Kindergarten 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

Lovingcare Kindergarten is a well-established service that operates as part of the Auckland Christian Mandarin Church. It is governed by a management committee consisting of members of the church, parents, and a centre manager. The service has a bilingual Chinese curriculum and welcomes all cultures, valuing the diversity of the local community.

3 Summary of findings

Children's home languages are respected and frequently spoken by teachers on a regular basis. Children have many opportunities to learn other languages. They are encouraged to share their cultures and to use their language with others.

Children experience an environment where te reo Māori and tikanga Māori practices are naturally woven throughout the curriculum. Younger and older children continuously learn with and from each other. Children's learning is highly visible within the environment. This has been an intentional focus by teachers that has resulted in partnerships with parents/whānau that focus on children's learning.

Children are viewed as articulate and capable learners. They engage confidently with their teachers and peers, sharing ideas and choosing their areas of interest. The well-designed indoor play space and expansive outdoor environment provoke children's curiosity and imaginative play, as well as supporting risk-taking and physical development.

Curriculum planning and assessment processes are well embedded. Teachers intentionally plan for and extend children's interests and learning dispositions. Assessment records show children's learning and progress. Teachers respond to families' aspirations for their children's learning.

Internal evaluation documents clearly show the changes and improvements that have contributed to improved learning outcomes for children. Service leaders encourage shared leadership within the teaching team. Leaders and teachers participate in regular professional learning to increase their professional knowledge.

Leaders collaboratively enact the centre's philosophy, vision, goals and priorities for children's learning. There are high levels of relational trust amongst the centre manager, staff, whānau and the board.

4 Improvement actions

Lovingcare Kindergarten will include the following actions in its Quality Improvement Planning:

- To use resources such as Tapasa and Tātaiako, to grow leaders' and teachers' cultural competency and shared understanding of effective teaching practices for Māori and Pacific children.
- To strengthen planning and assessment by documenting children's critical thinking and how they make meaning about their world.

5 Management Assurance on Legal Requirements

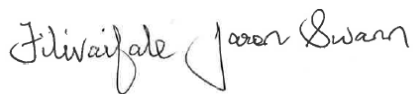
Before the review, the staff and management of Lovingcare Kindergarten completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- curriculum
- premises and facilities
- health and safety practices
- governance, management and administration.

During the review, ERO looked at the service's 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.



Filivaifale Jason Swann
Director Review and Improvement Services (Northern)
Northern Region | Te Tai Raki

20 January 2023

6 About the Early Childhood Service

Service type	Education and care service
Number licensed for	30 children over 2 years of age
Percentage of qualified teachers	100%
Service roll	26
Review team on site	December 2022
Date of this report	20 January 2023
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, March 2019; Education Review, April 2015