



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Coast Kindy

Profile Number: 20188

Location: Whangaparaoa, Auckland

1 ERO’s judgement of Coast Kindy is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
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

Coast Kindy is owned and governed by The Bay of Whales Children's Trust Incorporated. A qualified centre manager oversees the curriculum, with support from a qualified assistant manager. The experienced teaching team includes eight certified teachers and eight unqualified staff. Christian ethos and values are well embedded in teaching and learning processes.

4 Progress since the previous ERO report

An Akanuku | Assurance Review was undertaken by ERO 2022, and areas of non-compliance were addressed following the onsite visit. The service identified improving the bicultural curriculum as their learning priority. Good progress has been made in relation to displaying kupu Māori within the learning environment, teachers prioritising their individual pēpeha and use of waiata in the daily curriculum.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service's curriculum reflects the depth and breadth of *Te Whāriki*, the early childhood curriculum.

- Children at this service are articulate and expressive. They confidently demonstrate how to positively interact with and include others in their play.
- Transition processes into and out of the service are effectively managed and provide strong support for children. Children with additional learning needs are purposefully assisted by teachers who proactively and collaboratively engage with families and external agencies.
- Teachers and leaders deliberately plan for children's learning. They do not yet identify relevant teaching strategies and evaluate the effectiveness of these strategies on learning outcomes for children in assessment and planning information.

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

Teachers and leaders are committed to ongoing professional learning, which supports teachers to build their knowledge and understanding.

- An established professional growth cycle designed to foster improvements in teaching and learning is embedded. Some teachers are gathering a range of evidence to show their ongoing reflective thinking and reasoning.
- Teachers engage collaboratively in the service's internal evaluation process. They have begun to reflect on outcomes for children, which can be further developed by identifying the specific learning occurring for various groups of children.
- Leaders and teachers participate in professional learning opportunities. They are yet to evaluate the impact of this learning on their teaching practices or analyse how these changes effect outcomes for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders empower teachers and build an environment of trust within the team.

- Provisionally registered teachers benefit from robust support through continuous mentoring and coaching from their leaders. Leaders do not yet provide regular professional feedback to build both teaching and leadership capability.
- A high level of relational trust is evident in how the service works collaboratively with external agencies, parents and whānau. Leaders seek external support to enhance their knowledge and understanding across various aspects of the service's operations.
- Those responsible for governance offer ongoing support to teachers and leaders. As a result, a positive working environment is cultivated contributing to low staff turnover and fostering sustained relationships between adults and children.

Stewardship through effective governance and management | Te Whakaruruhau

The learning and wellbeing of children in the context of whānau relationships are the primary considerations in decision-making.

- Those responsible for governance and management develop policies and procedures that guide inclusive practices at all levels of the service.
- Leaders, in consultation with all stakeholders including teachers and families, have developed a strategic plan for the service. They have not yet evaluated their strategic priorities with regard to how progress made has impacted on outcomes for children.
- Leaders remove barriers for children and their families, promoting equitable outcomes for all learners. They collaborate with teachers to promote a shared understanding of the service's Christian values and its' strategic direction.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Coast Kindy 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?

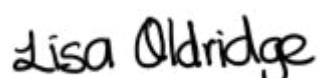
Coast Kindy will include the following actions in its quality improvement planning:

- Identify relevant teaching strategies and evaluate the effectiveness of these strategies on learning outcomes for children in assessment and planning information.
- Evaluate the impact of professional learning on teaching practices and analyse how these changes effect outcomes for children.
- Leaders to provide regular professional feedback as part of their mentoring role to build both teaching and leadership capability across the teaching team.

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
Acting Director of Early Childhood Education (ECE)

27 February 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children over the age of two
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 16%, NZ European/Pākehā 84%, South African 11%, Pacific 8%
Service roll	38
Review team on site	October 2024
Date of this report	27 February 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, July 2022; Education Review, June 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)*.

	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.