



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Frederick Street Kindergarten

Profile Number: 55490

Location: Hastings

1 ERO's judgement of Frederick Street Kindergarten 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 Whakaruruuhau | 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

Frederick Street Kindergarten is privately owned and is one of three services under Spring Education Limited. A group manager has delegated roles and responsibilities for the daily management of its services. The new general manager has oversight of teaching and learning and works alongside team leaders and teachers in their service. There have been significant staffing changes including leadership across the organisation. The philosophy embraces relationships with children and parents through whakamana/empowerment, whanaungatanga/relationships and matauranga/knowledge.

4 Progress since the previous ERO report

The 2021 Akarangi | Quality evaluation, identified three quality improvements: to strengthen the visibility of all children's cultures, languages and identities through the learning environment and assessment; increase the focus on whether changes in practice are resulting in equitable outcomes for children through internal evaluation and evaluate how well systems and processes, including those designed to build teaching practice, reflect the service's commitment to Te Tiriti o Waitangi (TTOW).

Good progress has been made in all three of these areas. Teachers have enhanced the visibility of children's cultures, languages and identities through both the environment and assessment practices. The strategic plan reflects a sustained commitment to culturally responsive practice, which is evident in teaching, documentation and the learning environment. Some teachers have deepened their professional capabilities through growth goals which are actively role modelled and shared with colleagues – this remains an area of ongoing development.

There is also an increased focus on whether changes in practice are leading to equitable outcomes for children. Teachers use inquiry to reflect on and improve their teaching, with clear emphasis on equity of access, participation and inclusion. Barriers to learning are being identified and addressed, and planning is responsive to individual children's needs in partnership with whānau.

The service's commitment to TTOW is clearly articulated in its vision, philosophy, and strategic priorities. This is reflected in teaching practice, professional learning, and the environment. Leaders acknowledge that while these systems and processes are in place, they are yet to evaluate how effectively these tools contribute to change and impact outcomes for learners.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children have meaningful opportunities to lead their own learning, their development is purposefully supported through a responsive and intentional curriculum that is consistent with *Te Whāriki*, the early childhood curriculum.

- A range of well-considered teaching strategies are used to extend children's curiosity, foster their independence, encourage social competence, and develop their oral language skills these include facilitating, modelling, coaching and scaffolding. Children's learning is underpinned by positive relationships they experience with adults and their peers.
- Literacy and numeracy experiences are actively promoted. Children have access to a wide range of intentional resources and interactions with teachers that include Storytime, waiata, reciting karakia, drawing, letter recognition, games and printed matter.
- Te reo Māori and tikanga Māori are meaningfully represented within the environment. Teachers also demonstrate a commitment to culturally responsive practices for Pacific and other ethnicities.
- The newly implemented planning process is yet to be embedded in practice by teachers to support them to know the effectiveness of their teaching and how they are progressing all children's learning.

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

Children's learning is supported by leaders' and teachers' participation in relevant professional learning and development aligned to children's wellbeing and service priorities.

- Leaders and teachers take responsibility for their own professional learning and development.
- Professional growth cycles for leaders and teachers are improvement focused with teaching goals aligned to service-wide priorities. Leaders and teachers are yet to evaluate how well shifts in teaching practice have positively impacted on children's learning.
- Leaders work collaboratively with teachers to provide consistency of understanding and implementation of assessment that responds to children's progress of learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders have created a culture of professional trust and enact the service's vision, priorities and philosophy well.

- Relational trust between leaders, teachers and parents contributes to a positive learning community that enhances children's sense of belonging.
- Leaders advocate for and alongside children and their families to ensure all children have access to quality inclusive education and care.
- Leaders and teachers are building their collective understanding of effective evaluation for improvement. They are yet to use evaluation to know the impact of changes in teaching on individuals and groups of children.

Stewardship through effective governance and management | Te Whakaruruahu

Governance and management work collaboratively to enhance the organisation's strategic direction, providing opportunities and actively seeking input from parents to enhance educational outcomes for all children.

- An organisational wide strategic plan has been implemented to set the direction and annual goals. Leaders are yet to consistently monitor or evaluate the impact the strategic goals have had for children's learning.
- Governance and leaders enact the principles of equity through reducing barriers for children to participate and engage in early childhood education.
- Stewardship prioritises children's learning and wellbeing as primary considerations in resourcing and decision-making across all levels of the organisation.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Frederick Street 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 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?

Frederick Street Kindergarten will include the following actions in its quality improvement planning:

- Build shared understanding of how to reflect services priorities and *Te Whāriki* through planning and assessment.
- Improve curriculum planning through identification of intentional teaching strategies to progress children's learning goals.
- Build the capability of leaders and teachers to evaluate how effective teaching strategies and changes to teaching practice have been, including what has worked and not worked, for which individuals and groups of children.

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

Lisa Oldridge
Director of Early Childhood Education (Acting)

28 October 2025

9 Information About the Service

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| Service Type | Education and care service |
| Number licenced for | 54 children aged over two years |
| Percentage of qualified teachers | 80-99% |
| Ethnic composition <i>Using rounded percentages</i> | Māori 35%, NZ European/Pākehā 50%, Indian 25%, Samoan 5%, Tongan 5%, Cook Island 5%, Other ethnic groups 2% |
| Service roll | 40 |
| Review team on site | August 2025 |
| Date of this report | 28 October 2025 |
| Most recent ERO report (s) These are available at www.ero.govt.nz | Akarangi Quality Evaluation, July 2021; Education Review, May 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. |