



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Ponsy Kids Community Preschool

Profile Number: 10085

Location: Ponsonby, 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 Ponsy Kids Community Preschool 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

Ponsy Kids Community Preschool is a community-based service that is governed by the Ponsonby Community Centre Board. A small number of children attending are Māori. Other children attending come from ethnically diverse backgrounds.

3 Summary of findings

Children learn within a curriculum that effectively enacts the service's philosophy, where children and whānau are at the heart of the matter. Parents have regular opportunities to share children's home lives that contribute to an enriched curriculum. Day-to-day experiences that include te reo Māori, tikanga Māori, waiata, and tuakana-teina (older-younger child) relationships, support success for tamariki Māori. The visibility of children's cultural identities within the environment and documentation is growing.

Reciprocal and respectful relationships between children and teachers foster children's learning in a well-resourced, play-based learning environment. Older children experience suitable challenge, choice and complexity of learning. Younger children are given time and space to lead their own learning. Those with additional needs are well supported by external agencies and service staff. The learning and interests of children are intentionally responded to.

Assessment, planning and evaluation of children's learning are well established. There is an ongoing focus to strengthen the use of learning outcomes from *Te Whāriki*, the early childhood curriculum, in relation to planning and responding to individual children and supporting their learning over time. Internal evaluation follows a useful framework. Teachers are beginning to consider how to record the information gathered, in order to identify the impact of changes made on children's outcomes.

A long-serving, experienced team is well supported through robust systems and processes. Effective governance and management practices are in place. Collegial and positive relationships between those in governance roles, leaders and teachers foster a positive working environment.

4 Improvement actions

Ponsy Kids Community Preschool will include the following actions in its Quality Improvement Planning:

- Continue to strengthen the visibility of children's individual languages, cultures and identity through assessment documentation.
- Increase the extent to which internal evaluation enables leaders and teachers to evaluate how improvement actions have progressed the valued learning outcomes in *Te Whāriki*.

5 Management Assurance on Legal Requirements

Before the review, the staff and management of Ponsy Kids Community Preschool 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.

A handwritten signature in purple ink that reads "Patricia Davey".

Patricia Davey
Director of Early Childhood Education (ECE)

7 November 2023

6 About the Early Childhood Service

Service type	Education and care service
Number licensed for	41 children aged over 2 years
Percentage of qualified teachers	80-99%
Service roll	32
Review team on site	July 2023
Date of this report	7 November 2023
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, May 2020; Education Review, June 2016