



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Stepping Stones @ Braebrook

Profile Number: 46914

Location: Ashburton

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 \(PDF 3.01MB\)](#) are the basis for making judgements about the effectiveness of the service in achieving equity and excellence for all learners. [The Akarangi Quality Evaluation Judgement Rubric \(PDF 91.30KB\)](#) derived from the indicators, is used to inform the ERO's judgements about this service's performance in promoting equity and excellence.

ERO's judgements for Stepping Stones @ Braebrook are as follows:

Outcome Indicators	ERO's judgement
What the service knows about outcomes for learners	Whāngai Establishing

Ngā Akatoro Domains	ERO's judgement
He Whāriki Motuhake The learner and their learning	Whāngai Establishing
Whakangungu Ngaio Collaborative professional learning builds knowledge and capability	Whakatō Emerging
Ngā Aronga Whai Hua Evaluation for improvement	Whakatō Emerging
Kaihautū Leaders foster collaboration and improvement	Whakatō Emerging
Te Whakaruruhau Stewardship through effective governance and management	Whakatō Emerging

2 Context of the Service

Stepping Stones @ Braebrook is a privately owned and operated early childhood education centre. The centre manager is new to the role and is supported by two team leaders. The centre is purpose built with three separate areas for children from birth-to-school age. Progress has been made since the 2018 ERO report.

3 Summary of findings

Leaders and kaiako promote responsive, reciprocal and respectful relationships with children, their parents, whānau and agencies. They engage well with external expertise to support wellbeing, learning, and development of children who need additional support. Children are able to make decisions about their involvement in experiences. The curriculum reflects children's interests and the local community. Leaders and Kaiako have not yet consulted with whānau about service learning priorities and as part of philosophy reviews.

Infants and toddlers experience a calm, nurturing environment that fosters their wellbeing and belonging. These approaches give younger children time and opportunities to lead their own learning.

Children and whānau experience personalised transitions into and within the service. Kaiako know each child well in the context of their home and family. They value parent and whānau perspectives and aspirations for their child's learning and wellbeing. These perspectives and aspirations although discussed are not yet reflected well in assessment documentation.

Kaiako have clear understanding of the valued learning consistent with *Te Whāriki*- the early childhood curriculum. Children's learning is assessed and evaluated with evidence of using these outcomes that show children as learners.

Leaders and kaiako are in the early stages of implementing a new internal evaluation framework. They are beginning to build their capability to carry out and use internal evaluation to improve outcomes for children.

The incorporation of te ao Māori and te reo me ngā tikanga Māori into the daily practice into the curriculum is not yet well established. A newly appointed pedagogical lead is to support this development.

Governance and management systems, practices and regular policy review have been established to support children's wellbeing and safety.

4 Improvement actions

Stepping Stones @ Braebrook will include the following actions in its Quality Improvement Planning:

Leaders and Kaiako to continue to build parent partnerships and curriculum improvement through:

- meaningful consultation with parents and whānau to identify centre learning priorities, contribute to philosophy review, better reflect the centres localised context including how children's cultures, languages and identities can be reflected throughout the curriculum
- continuing to build leaders and kaiako evaluation capacity and capability to evaluate the service curriculum for ongoing improvement.

5 Management Assurance on Legal Requirements

Before the review, the staff and management of Stepping Stones @ Braebrook completed an *ERO Centre 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; police vetting; teacher registration; ratios)
- evacuation procedures and practices for fire and earthquake.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.



Dr Lesley Patterson
Director Review and Improvement Services (Southern)
Southern Region | Te Tai Tini

3 September 2021

6 About the Early Childhood Service

Service type	Education and care service
Number licensed for	70 children, including up to 19 aged under 2.
Percentage of qualified teachers	80%+
Service roll	117
Ethnic composition	Māori 8, NZ European/Pākehā 90, Other ethnicities 19.
Review team on site	June 2021
Date of this report	3 September 2021
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, February 2018.