

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](#) 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 Stepping Stones @ Braebrook are as follows:

Outcome Indicators (What the service knows about outcomes for learners)	Whāngai Establishing
<u>Ngā Akatoro Domains</u>	
Learning Conditions	Whāngai Establishing
Organisational Conditions	Whakaū Embedding

2 Context of the Service

Stepping Stones @ Braebrook is privately owned by a company. A centre manager has responsibility for the day-to-day operations of the centre and is supported by three team leaders. A small number of tamariki Māori and children of Pacific heritages attend. Some progress has been made in addressing the recommendations from the 2021 ERO review. However, little progress is evident with the provision of a bicultural curriculum from the 2018 ERO report.

3 Summary of findings

Children play and learn in three separate age-specific rooms and have many opportunities to explore the well-resourced indoor and outdoor environments. Children experience responsive, reciprocal interactions with their key teachers who have a prominent role in supporting and documenting their learning and development.

Older children's increasing independence and self-help skills are a natural part of their learning. They know the routines and can predict the flow of the day. Infants and toddlers experience nurturing relationships and caregiving with their attentive teachers. Rituals and transitions are well paced and calm. Teachers give children time to respond and choose their next area of play.

Teachers have intentionally established positive relationships with parents and whānau to support children's learning and development. A newly introduced form provides parents with an opportunity to inform teachers about their home languages and cultures. While teachers are beginning to use the learning outcomes from *Te Whāriki*, the early childhood curriculum, and the service's valued learning areas, they are yet to consistently evaluate children's learning and progress over time in relation to these. Leaders acknowledge that the new initiatives for assessment, planning and evaluation for learning are yet to be fully implemented, as is a local, culturally responsive bicultural curriculum.

Systematic processes and practices for internal evaluation are established. Team leaders work collaboratively to undertake internal evaluation with their teaching teams to build capability that promotes ongoing improvement and a focus on outcomes for children. Those involved in governance and management roles place the learning and wellbeing of children at the centre of decision-making. They provide high adult to child ratios to foster equitable opportunities for children with a range of capabilities to learn and participate in the curriculum.

4 Improvement actions

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

- Develop and implement a rich, local culturally responsive bicultural curriculum for all children.
- Integrate relevant connections with te ao Māori that includes te reo Māori, and tikanga Māori, into the curriculum.
- Fully establish and embed the newly developed processes and practices for assessment, planning, and evaluation to increase the focus on children's progress and learning over time.
- Incorporate children's languages, cultures, and learner identities into their learning documentation and more visibly into learning environments.

5 Management Assurance on Legal Requirements

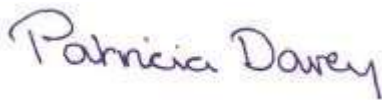
Before the review, the staff and management of Stepping Stones @ Braebrook completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- 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.



Patricia Davey
Director of Early Childhood Education (ECE)

28 March 2024

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	80-99%
Service roll	96
Review team on site	February 2024
Date of this report	28 March 2024
Most recent ERO report(s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, September 2021; Education Review, February 2018