EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kereru Rudolf Steiner Kindergarten

Profile Number: 46235

Location: Hastings

1 ERO's judgement of Kereru Rudolf Steiner 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 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

Kereru Rudolf Steiner Kindergarten is one of two early childhood services governed by a trust. A senior teacher works alongside the head teacher and the teaching team to support curriculum delivery. Children at this service attend from two to six years of age. The Rudolf Steiner philosophy places emphasis on whanaungatanga/relationships and self-directed play, within an unhurried environment.

4 Progress since the previous ERO report

ERO's 2022 report indicated two quality improvement actions:

- strengthen assessment practice to reflect and respond to all children's cultures and languages and evaluate how this has contributed to children's learning progress
- monitor and evaluate the impact of improvement actions designed to achieve equitable learning outcomes for all children.

Good progress has been made in both areas. Governance has funded targeted professional development, including professional learning that enables teachers to embed their knowledge and understanding of te ao Māori across the curriculum and daily practices. Teachers plan, assess and evaluate learning in ways that celebrate each child 's progress and individuality.

Internal evaluation is ongoing and has a collaborative team approach that is change and improvement focused, with outcomes for children evident. Leaders acknowledge that these are not consistently recorded for individuals and groups of children.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children have meaningful opportunities to learn in a responsive and intentional curriculum that is consistent with both *Te Whāriki*, the early childhood curriculum, and the Rudolf Steiner philosophy.

- Children's learning is strengthened by positive relationships they experience with teachers and peers. Transitions into, between and from both services are well managed and responsive to the needs of children and their families.
- Māori children's culture is well supported through a curriculum that celebrates Māori values and local stories. Children regularly hear and speak te reo Māori and learn about aspects of te ao Māori.
- Intentional teaching strategies such as narrating, modelling, and coaching are embedded in daily practice. Well-developed assessment processes document these strategies and demonstrate how teachers support children's learning progression over time.
- Teachers intentionally integrate experiences to build children's oral language and literacy skills. They respond effectively to younger children's non-verbal cues and preferences.

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

Leaders and teachers work collaboratively to build their professional knowledge and expertise to design and implement a responsive curriculum for all children.

- Teachers successfully bring their professional knowledge of *Te Whāriki* and the Rudolf Steiner philosophy to their teaching. This is clear in teaching practices and in children's assessment for learning.
- Teachers demonstrate an ongoing and active commitment to practices that promote success for Māori children, working in partnership with whānau and local kaumatua to support culturally responsive learning.
- Teachers and leaders regularly inquire into their practice to identify which changes in teaching have the greatest impact on children's learning. The team actively examines how this new learning improves outcomes for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership within and across the teaching teams successfully contributes to a high level of relational trust, as well as reflective and collaborative practice.

- Leaders work collaboratively and effectively to enact the service's philosophy, values and priorities. This is clearly evident in teaching practices and in the learning environment.
- Leaders and teachers build strong relationships with external agencies and community members, which actively contribute to positive outcomes for learners. They consistently advocate for children, parents and whānau to ensure they are meeting everyone's needs.
- Leaders and teachers demonstrate an in-depth understanding of internal evaluation. Impacts of teaching practices and improvement actions are known and can be communicated in relation to learning outcomes for children, and for some groups.

Stewardship through effective governance and management | Te Whakaruruhau

Governance and management effectively support a capable, responsive team, prioritising children's learning and wellbeing through strategic resourcing and whānau engagement.

- Purposeful governance practices contribute to the stability of the teaching team. This enables the development of positive partnerships with each child and their parents and whānau.
- Governance supports improved teaching practice through targeted professional learning and development. The impact of this in terms of outcomes for children has not been determined.
- Governance and leadership take deliberate action to remove barriers to enable children to access and participate in the service. The perspectives of families and whānau are included in the service plans and priorities for supporting children's learning and wellbeing.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kereru Rudolf Steiner 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, safety and wellbeing:

- 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?

Kereru Rudolf Steiner Kindergarten will include the following actions in its quality improvement planning:

- Within embedded internal evaluation processes consistently document to show how changes in teaching practices have made a difference for individuals and all groups of children.
- Evaluate the impact of teachers' professional learning and development to understand the effectiveness of the new learning on outcomes for 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.

Vivien Ruth
Director of Early Childhood Education

11 February 2026

9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children aged 2 and over
Percentage of qualified teachers	80-99%
Ethnic composition *Using rounded percentages*	Māori 31%, NZ European/Pākehā 80%, German 11%, Slovak 8%, Chinese 6%, Dutch 6%, English 6%, Samoan 3%, Fijian 3%, American 3%, French 3%, Latin American 3%.
Service roll	36
Review team on site	October 2025
Date of this report	11 February 2026
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi | Quality Evaluation, April 2022; Education Review, July 2019

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.