

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Blenheim Early Childhood Centres and Kindergartens Inc. John Street Preschool

Profile Number: 65502

Location: Blenheim

1 ERO's judgement of Blenheim Early Childhood Centres and Kindergartens Inc. John Street Preschool 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
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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

Blenheim Early Childhood Centres and Kindergartens Inc John Street Preschool is one of three community-based services under common ownership. Since the last ERO review, there has been a significant governance restructure by the parent elected Board of Trustees. Two new management positions were created. An operations manager with oversight of the centre's operations and an education manager who provides curriculum support across the services.

John Street is located close to the central business district providing education and care for children in three aged-based rooms. A few children whakapapa Māori. Children of diverse ethnic heritages also attend.

4 Progress since the previous ERO report

The 2022 ERO report identified two key next steps. These related to parent aspirations and using the learning outcomes from *Te Whāriki*, the early childhood curriculum, to show children's learning progress over time. Good progress has been made with whānau aspirations evident within planning documentation and teachers using the learning outcomes in children's assessment. Leaders can articulate approaches they have taken, where they are currently at and what they plan to do next and why. However, documenting children's learning progress over time continues to be an area to strengthen.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children learn within a broad curriculum where they experience sustained interactions with teachers and other children.

- Leaders and teachers support children's developing social competence and emotional wellbeing in play-based contexts. Intentional teaching includes interpreting and extending children's verbal and non-verbal language and communication skills, including using New Zealand Sign Language, core boards and the use of some te reo Māori.
- Transitions within and from the service to school support continuity of learning and respond to each child. Teachers who work with infants and toddlers maintain a calm, slow pace that gives younger children space and time to lead their own learning.
- Assessment documentation is used to identify children's learning. This documentation is yet to consistently respond to their languages, cultures and identities and identify learning progress over time.

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

Leaders and teachers have opportunities to develop professional knowledge and expertise to design a responsive curriculum.

- A range of relevant professional learning has been undertaken by leaders and teachers.
- Targeted professional development and funding is sourced by leaders. This funding is used by leaders and teachers to support growing social and emotional competency skills for those children with diverse learning needs.
- Leaders and teachers are yet to evaluate the impact of their professional learning on teaching practices and outcomes for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The organisation is supporting leaders to build relational trust that enables collaboration and improvement.

- Leaders are beginning to establish distributed leadership through mentoring of professional growth cycles and leading emergent reviews.
- Leaders and teachers have regular professional discussions and collaborate on where additional support is required for children and their families.
- Emergent reviews address identified curriculum priorities. Leaders and teachers are yet to develop knowledge of how to do and use effective internal evaluation for improvement.

Stewardship through effective governance and management | Te Whakaruruhau

The organisation is guided by a newly developed vision, plans and priorities for improvement.

- Leaders identify and remove barriers to ensure access to the full curriculum for diverse groups of learners. This includes accessing funding to provide therapeutic music sessions for children with additional learning needs.
- Those responsible for the governance are building their capability to effectively oversee the organisation's curriculum and operations.
- Governors and leaders have not yet established systems and processes to scrutinise how performance is tracking in relation to the vision, goals and priorities for learning.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Blenheim Early Childhood Centres and Kindergartens Inc. John Street Preschool completed and *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?

Blenheim Early Childhood Centres and Kindergartens Inc. John Street Preschool will include the following actions in its quality improvement planning:

- Further develop planning, assessment and evaluation practices so that:
 - children's individual languages, cultures, and identities are recognised and responded to
 - children's learning progress over time in relation to the *Te Whāriki* learning outcomes is clearly evident.
- Build a shared understanding and grow capability at all levels of the organisation to do and use internal evaluation for improvement, and to know the difference that changes made have 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.](#)



Patricia Davey
Director of Early Childhood Education (ECE)

31 October 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	60 children, including up to 12 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 16%, NZ European/Pākehā 69%, Samoan 3%, other ethnic groups 13%
Service roll	70
Review team on site	August 2024
Date of this report	31 October 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, February 2022; 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 organisation 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.