



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Lake Okareka Preschool Education Group

Profile Number: 40034

Location: Rotorua

1 ERO's judgement of Lake Okareka Preschool Education Group 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

Lake Okareka Preschool Education Group is a community-based service governed by an elected parent-led board. Since 2021 there has been significant change to the centre leadership and the governing board. A long-serving teacher was appointed as centre manager and board members have changed with key roles being filled by parents and whānau.

The experienced centre manager works in partnership with the board to ensure the efficient operation of the service. A small team of qualified teachers work alongside the leader, parents and whānau to deliver the centre philosophy which promotes a bicultural curriculum and quality experiences for children.

4 Progress since the previous ERO report

The service has worked to address the non-compliances identified as part of ERO's previous report in 2021. Ongoing compliance with regulatory requirements has been maintained using clear systems and processes developed and implemented by the leader and teachers. Further progress has occurred through the development of systems for internal evaluation and professional growth to support ongoing improvement. These systems are still being established to understand the impact of growth on outcomes for children.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Learning focused partnerships with parents and whānau clearly support a rich child-led, adult supported curriculum.

- Child agency and choice is prioritised by teachers promoting children's growing social and emotional competence. Well-established group planning responds clearly to children's interests and inquiries.
- A wide range of opportunities are well embedded for children to explore multiple literacies, maths and science concepts in a responsive play-based context. Te reo and tikanga Māori are woven naturally through these aspects of the curriculum.
- Assessment practices effectively reflect children's engagement in the place-based curriculum and local community. It is not yet clear through assessment how individual children's learning and development is planned for in relation to centre priorities for learning and the learning outcomes from *Te Whāriki*, the early childhood curriculum.

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

Teachers work collaboratively to develop their professional knowledge to continue to design and implement a responsive curriculum that reflects the centre community.

- Teachers have clear knowledge of local histories, pūrākau and tikanga Māori and this positively impacts the design and delivery of the bicultural curriculum.
- Teachers collaborate for improvement and delivery of a responsive curriculum. They are yet to formalise their priorities for learning to inform planning, teacher's professional growth and evaluation.
- A framework to support teacher's professional growth is developing. Teachers and the leader review their practice but are yet to evaluate the impact of their learning and changes to practice on outcomes for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The centre manager clearly promotes a culture of relational trust and continues to develop systems to enable teachers to problem solve and reflect on their practice.

- The leader works collaboratively with governance, teachers and whānau to clearly enact the service philosophy. This supports a focus on growth across the service.
- Collective accountability and responsibility for the wellbeing of children is prioritised and modelled by leadership. Resourcing to support curriculum implementation is facilitated by the leader.
- A framework for evaluation and improvement is established. The leader and teachers need to continue to develop their use of evaluation and alignment of improvement practices to better understand the impact of shifts in practice for children.

Stewardship through effective governance and management | Te Whakaruruhau

The parent-led board ensure that whānau have an active voice in promoting the wellbeing of children as a priority in decision making.

- Parent and whānau voice materially influences the centre's philosophy and direction as a community-based service. Significant change in the board means that clear understanding of their stewardship role is still developing.
- The board, supported by the centre manager, take positive steps to ensure conditions so that children benefit from a stable teaching team. Teachers are provided with the time and resources that enable them to develop positive relationships with parents, whānau and children.
- A strategic plan is in place, however progress against the goals has not been monitored and is not aligned to improving practices in the centre. The impact for children of any progress at this strategic level is not clearly known.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Lake Okareka Preschool Education Group 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?

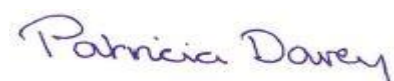
Lake Okareka Preschool Education Group will include the following actions in its quality improvement planning:

- For the leader and teachers to work with parents and whānau to formalise the centre priorities for children's learning in line with the outcomes from *Te Whāriki*, to complete the existing place-based curriculum.
- The leader and teachers to establish and implement a planning process for individual children's learning and development that forefronts the centre's priorities.
- For governance to ensure their roles and responsibilities are fit for purpose, and to complete the review of the strategic plan to ensure it aligns with in-centre improvement practices and is consistent with priorities for children's learning.

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)

27 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	25 children aged over 2
Percentage of qualified teachers	100%
Ethnic composition Using rounded percentages	Māori 17%; NZ European/Pakeha 84%; Irish 10%; other ethnic groups 13%
Service roll	30
Review team on site	September 2024
Date of this report	27 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, February 2021; Education Review, April 2017

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.