



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Beginnings and Beyond Quality Preschool

Profile Number: 30237

Location: Papamoa, Tauranga

1 ERO's judgement of Beginnings and Beyond Quality 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

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

The owner of Beginnings and Beyond Quality Preschool provides governance and a centre supervisor leads a qualified and experienced teaching team. Children learn within a mixed-age setting. The philosophy places value on ngā hononga ki te tamariki (relationships with the children), ngā hononga ki te whānau (relationships with families), and ngā hononga ki te ao Māori (relationships with the environment, community and wider world).

4 Progress since the previous ERO report

ERO's previous review in 2021 identified areas to strengthen relating to curriculum planning, assessment and evaluation practices and internal evaluation processes.

Good progress has been made in:

- using the learning outcomes from *Te Whāriki*, the early childhood curriculum, to underpin group and individual children's planning and assessment information
- reflecting individual children's learning and development over time through comprehensive individual planning and evaluation of learning
- seeking and responding to the perspectives of families, iwi and community.

Limited progress has been made to:

- undertake an internal evaluation process that is based on the quality and effectiveness of practices
- consistently respond and reflect individual children's cultures, languages and identity in assessment information. While evident for some children, this is not yet well evidenced for tamariki Māori or children of Pacific heritage.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a responsive curriculum that positively promotes their social and emotional wellbeing, higher thinking skills, imagination and creativity.

- Children with additional learning needs are well supported by teachers who intentionally use a range of resources and approaches to support children's developing emotional resilience. Networked relationships with external agencies and partnerships with whānau support all children's participation alongside their peers.
- Toddlers learn and play alongside others within the mixed-age environment. Teachers maintain a calm pace and flexible routines to successfully support the learning needs of these younger children.
- Responsive and intentional teaching strategies are well utilised to support sustained individual and group learning within a well-resourced environment. Learning-focused partnerships with parents and whānau generate agreed goals for children which are planned for, facilitated and evaluated within a play-based curriculum.

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

Teachers work collaboratively to design and implement a responsive curriculum that reflects the breadth and depth of *Te Whāriki*.

- Access to relevant professional development and community connections support teachers to grow their cultural competency and knowledge of te ao Māori. This is enabling an increasingly bicultural curriculum.
- A useful framework for professional growth is in place which identifies new learning and shifts in teaching practice. This process is yet to include deeper reflection by teachers about the impact of their increased knowledge on children's learning outcomes.
- Internal expertise has been used to grow systems for planning and evaluation recently. This has enabled teachers to consider what is and is not working well for children and adapt their plans accordingly.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work collaboratively to deliver the philosophy, values and strategic goals of Beginnings and Beyond Quality Preschool.

- Distributed leadership builds the capability of the wider teaching team and enables sharing of professional responsibilities and knowledge. Relational trust at all levels supports openness to change and growth.
- Internal evaluation is utilised to develop aspects of the curriculum and promote improved learning experiences for children. This improvement process does not yet measure the impact of changes made on improved outcomes for individuals and groups of children.
- Strategic goals are evaluated regularly by leaders and teachers. Progress towards intended goals is monitored and tracked to guide ongoing improvement.

Governance forefronts children's learning and wellbeing in strategic decision-making and resourcing.

- A range of equity measures are in place to remove barriers to attendance and support inclusion and participation for children and their whānau. Group size, good adult: child ratios and retention of long serving teaching staff, supports consistency and a sense of belonging for children and their families.
- Networked relationships with agencies and the wider community support children's transition to school, in the context of a place-based curriculum that recognises Māori as tangata whenua.
- Policies, procedures and practices relating to human resources and health and safety are regularly reviewed. Improved monitoring is needed to ensure that ongoing compliance with regulatory standards is consistently maintained.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Beginnings and Beyond Quality Preschool 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 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?

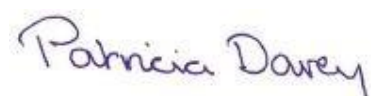
Beginnings and Beyond Quality Preschool will include the following actions in its quality improvement planning:

- Continue to develop assessment practices that more clearly reflect all children's home, cultural and learner identities.
- Strengthen the reflective lens in teachers' professional growth cycles to consider the impact of new knowledge or shifts in teaching practice for individuals and groups of children.
- Strengthen internal evaluation processes to include robust data that supports investigation and monitoring, and which more clearly scrutinises the impact of changes made on improved outcomes for individuals and groups of 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)

27 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	24 children, including up to 8 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 56%; NZ European/Pākehā 22%; Cook Islands 7%; other ethnic groups 15%
Service roll	27
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	Akarangi Quality Evaluation, November 2021; Education Review, May 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 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.