

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Leaps and Bounds Preschool

**Profile Number:** 65015

**Location:** Christchurch

1 ERO's judgement of Leaps and Bounds 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

Leaps and Bounds Preschool is a privately owned early childhood service, operating across two converted houses. Three defined learning and care areas separate groups of infants, toddlers and young children. The philosophy of the service integrates the Montessori approach to teaching and learning with *Te Whāriki*, the early childhood curriculum. Children learn in Montessori prepared environments that are designed to meet their developmental and individual learning needs.

Since ERO's 2020 report there has been a change in ownership. The new owners are involved in the governance of the service and in the day-to-day teaching. An established centre manager has responsibility for the daily operation of the service. Most of the staff are long serving and are fully qualified teachers. Some teachers have additional Montessori training and qualifications.

## 4 Progress since the previous ERO report

The 2020 ERO report identified three improvement actions related to teacher appraisal and internal evaluation processes, and aspects of planning and assessment practices. Good progress has been made in developing a more robust appraisal system, and in giving emphasis to outcomes for teachers and children in internal evaluation. Good progress is evident in developing and implementing consistent guidelines for planning and assessment documentation. However, limited progress has been made in making evident in assessment documentation use of te reo Māori, implementation of a localised bicultural curriculum, and inclusion of children's languages and cultures. Parent voice is evident but yet to be consistently used in planning for children's learning across the service.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

A systematic approach to planning and evaluation of teaching practices promotes positive outcomes for individual children.

- Infants and toddlers benefit from calm and unhurried environments. Learners with additional needs are well supported through specific resourcing, including external expertise, to help them succeed in their learning.
- Records of learning show intentional teaching strategies, a focus on social learning, language literacy, science and mathematical concepts and show children as successful learners over time.
- Respectful relationships between children, parents and teachers are nurtured through well managed transitions throughout the service. The service is becoming increasingly focused on developing learning-focused partnerships with parents to inform curriculum design.

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

Leaders and teachers are taking steps to build their capability to design and implement a culturally responsive curriculum.

- Leadership has developed systems to support teachers to build their capability and knowledge. Teachers collaborate and use critical reflection and problem solving within internal evaluation.
- Professional learning and development opportunities are provided to meet the individual needs of children and identified areas of focus for some staff. There is a focus on ongoing improvement however, teachers are not yet formally evaluating the impact of professional development on changes to practice and outcomes for learners.
- Leaders and teachers increasingly use te reo Māori and tikanga Māori within some day-to-day practices and documentation. Children's languages, cultures and identities are yet to be well integrated into documentation and within the curriculum.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leadership has developed and implemented a collaborative approach to operational review, development, internal evaluation and ongoing improvement to build capability and support the effective operation of the service.

- New ownership, leaders and teachers collaboratively review and enact the service's philosophy, vision, goals and priorities. Resourcing is purposefully aligned to these agreed values and beliefs.
- The building of relational trust at governance, management and teacher level enables collaboration and sustained improvement.
- There is a clear focus on taking collective responsibility and wellbeing of all children across the service.

The owners and leaders of the service place the learning and wellbeing of children at the heart of all decision making.

- Governance and management work closely together, supported by relevant agencies and external expertise to support the effective operation of the service and teaching and learning outcomes.
- The low turnover of staff has been conducive to building and sustaining adult-child relationship, and whānau relationships through change.
- Policies and procedures are coherent and fit for purpose and guide practice.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Leaps and Bounds 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?

Leaps and Bounds Preschool leaders and teachers will include the following actions in its quality improvement planning:

- Build leadership and teacher capability to design and implement a culturally responsive curriculum that more fully integrates te reo Māori, tikanga Māori and te ao Māori and the languages, cultures and identities of children and their families.
- Evaluate how well professional learning and development opportunities have contributed to shifts in teacher practice and improved 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.\*](#)



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## 9 Information About the Service

Service Type	Education and care service
Number licenced for	56 children, including up to 8 children under 2 years old
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 10%, NZ European/Pākehā 84%, other ethnic groups 6%
Service roll	67
Review team on site	October 2024
Date of this report	27 November 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review, June 2020; Education Review, November 2016

### 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)*.

	<b>Above the threshold for quality</b>
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.
	<b>Below the threshold for quality</b>
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.