



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: St Andrew’s Preschool

Profile Number: 40300

Location: Te Puke

1 ERO’s judgement of St Andrew’s Preschool is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
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

St Andrew's Preschool is governed by the Christian Education Trust, a charitable organisation. It is one of four centres that operates under the umbrella of Bethlehem Early Learning Centres. A general manager is responsible for operations and a recently established curriculum lead takes responsibility for overseeing delivery of the curriculum. A head teacher supports the teaching team. Children aged three years and older attend. Through their Christian-based philosophy, teachers value open and respectful relationships with every child and their whānau to achieve positive learning outcomes.

4 Progress since the previous ERO report

The July 2021 ERO report identified three areas of improvement. These were in relation to growing distributed leadership, unpacking the learning outcomes in *Te Whāriki*, the early childhood curriculum, and growing knowledge of the principles of Te Tiriti o Waitangi. Good progress has been made. Kāhui Ako (community of learning) involvement is supporting progress in Te Tiriti o Waitangi based practices. Leaders and teachers have acknowledged that a greater focus on using the valued learning outcomes of *Te Whāriki* is still required. ERO's evaluation findings affirm this.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children benefit from a well-resourced, play-based environment that supports their ongoing learning and development, within a faith-based curriculum.

- Children have choice and lead their own learning. They are respected and supported by responsive teaching that extends their social and emotional competencies, independence, self-help skills and creativity.
- Assessment and planning processes are embedded and respond to children's individual learning needs over time.
- Aspects of tikanga Māori and te reo Māori are incorporated within the curriculum, as well as children's home cultures.

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

Distributed leadership practices ensure that all teachers continue to build their professional knowledge, expertise and cultural competence to design a curriculum that is responsive to most children.

- Children’s learning is supported through teachers’ participation in relevant professional learning and ongoing professional growth cycle processes. Specific peer and mentor observation and feedback contributes to ongoing improvement.
- Evaluation is a shared process that is linked to teachers' professional growth cycles. This is beginning to support teachers to consider aspects of the curriculum and how well it promotes children’s learning.
- Parents contribute to significant cultural celebrations and influence curriculum planning by sharing goals they have for their children. Teachers are yet to collaborate with parents to intentionally plan, implement and document experiences in response to children’s individual languages, cultures and identities.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership has embedded the conditions to build relational trust that enable collaboration for improvement.

- High levels of relational trust enable collaboration between teachers, parents and children. Some external and internal expertise is utilised to grow leadership capability.
- Equity practices and initiatives promoted by leadership, support children to attend and be included. This supports the wellbeing and belonging of children and their whānau.
- There is yet to be evidence of how well the curriculum lead role is supporting head teachers to make positive changes to curriculum delivery and share high-quality practices across the group.

Stewardship through effective governance and management | Te Whakaruruhau

Governance is taking steps to develop systems and processes that aid strategic priorities and decision making.

- Governors are beginning to align policy review and systems across the group.
- The Trust’s Christian underpinnings are strongly reflected through operations. Strategic planning that identifies further priorities for children’s learning and development is not yet in place.
- Governance provides well-resourced environments, adult: child ratios that support children’s developing capabilities and some strategies to remove barriers for children’s participation.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of St Andrew's 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?

St Andrew's Preschool will include the following actions in its quality improvement planning:

- Strengthen assessment and planning to more intentionally respond to children's developing learning and evaluate this aligned to the valued outcomes from *Te Whāriki*, the early childhood curriculum.


Bethlehem Early Learning Centres group will include the following in its quality improvement planning to improve consistency of quality across the group:

- Build teachers' and leaders' collective capability and shared understandings of using all aspects of effective evaluation to guide improvement.
- Evaluate the effectiveness of the curriculum lead role in supporting curriculum delivery and networking across the group, to enhance decision making about the role, responsibilities and enactment of the position.

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.](#)

A handwritten signature in blue ink that reads "Patricia Davey". The signature is written in a cursive, slightly slanted style.

Patricia Davey
Director of Early Childhood Education (ECE)

15 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children aged 2 and over
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 9%, NZ European/Pākehā 27%, Indian 44%, Chinese 9%, Fijian 4%, other ethnic groups 7%
Service roll	45
Review team on site	August 2024
Date of this report	15 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, July 2021; Education Review, August 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)*.

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.