

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Li'l Pumpkins Preschool Centre Limited

**Profile Number:** 30047

**Location:** Hamilton

1 ERO's judgement of Li'l Pumpkins Preschool Centre Limited 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

Li'l Pumpkins Preschool Centre Limited is one of two services operating under the same ownership. A long-serving centre manager works alongside a pedagogical lead and a room leader to support a stable teaching team. The centre's mixed-age curriculum and environment are underpinned by Reggio Emilia principles of children as capable learners in a supportive environment, in partnership with parents.

## 4 Progress since the previous ERO report

Good progress has been made in all identified improvement areas since the June 2021 ERO review. The first area for improvement was to include the perspectives of children and parents in internal evaluation activities. The service has evidence of changes made to processes where these voices are sought and are impactful on decision-making.

A second improvement area was to work in partnership with the local learning community and outside agencies to share knowledge. As a result, in 2022 the service took part in an inquiry-based research project and then presented their findings in 2023 to interested early childhood education learning communities. Furthermore, a book chapter about this research is forthcoming.

The service's third improvement area was to ensure continued growth in how they enact Reggio Emilia approaches. As a result, the service undertook an internal evaluation to ensure shared understandings across staff, as well as continuing to attend Reggio Emilia professional learning events. This has enabled kaiako to build their knowledge and stay current with Reggio Emilia teaching practices.

## 5 Learning Conditions

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

Kaiako and leaders use effective strategies, based on sound theoretical knowledge, to foster children's learning and development in a mixed-age play-based learning environment.

- Children at this service benefit from a very well-resourced natural environment that supports their developing social and emotional competencies. Oral language, creativity and exploration are intentionally and effectively promoted through teaching practices and implementation of the service philosophy.
- Curriculum planning and assessment documentation clearly shows children's learning and progress over time against the learning outcomes of *Te Whāriki*, the early childhood curriculum. It acknowledges their interests, growing skills, preferred ways of learning and responds to the goals parents have for their children.
- The enacted curriculum promotes a sense of self and belonging. Te ao Māori values, te reo Māori and tikanga Māori practices are integrated within the curriculum, alongside a few other languages and events that reflect some cultures represented within the service.

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

Leaders and kaiako work collaboratively to build upon their professional knowledge and develop a highly responsive curriculum.

- Aligned evaluation and professional growth cycle processes enable leaders and kaiako to individually and collectively inquire into aspects of their practice. There is some variability in evaluation processes regarding how well teachers are reporting against the learning outcomes of *Te Whāriki* to show the impact on children's learning.
- Leaders and kaiako are very well supported by the pedagogical lead who monitors, evaluates and observes their practices. This enhances understanding of relevant theories about how children learn, including those underpinning the Reggio Emilia approach and *Te Whāriki*.
- The cultural capabilities and knowledge of kaiako and leaders continues to be built. Documentation capturing how kaiako respond to each child's cultures, languages and learner identity is an area to strengthen.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leadership collaboratively enacts the service's vision, plans and priorities for improvement.

- All leaders model and expect professional accountability and collective responsibility for the wellbeing and learning of all children at the service. Leaders effectively support professional practice, and monitor and evaluate the curriculum, teaching practices and children's outcomes.
- High levels of relational trust and autonomy for the centre manager, room leaders, kaiako and the pedagogical lead enable collaboration for improvement.
- Collaborative practices in evaluation effectively support ongoing improvement across both services. Further strengthening is required to narrow the lens on how well, or to what extent, teaching practices are supporting children's outcomes and promoting equity.

### Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing are primary considerations in resourcing and decision making by governance and the centre management team.

- Service strategic planning processes involve whānau to identify priorities. Governance works effectively to utilise a range of systems and processes that enact these plans and support children's ongoing learning and development.
- Governance implements a range of equity practices that enable children's access and participation in learning and facilitates inclusion of children with additional needs to learn alongside their peers.
- Leaders and kaiako are supported to contribute to the wider early childhood learning community. They participate in research that further enhances a range of outcomes for children and their whānau.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Li'l Pumpkins Preschool Centre Limited 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?

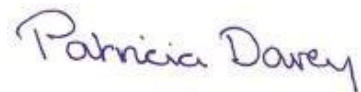
Li'l Pumpkins Preschool Centre Limited will include the following actions in its quality improvement planning:

- Strengthen the visibility of how teachers respond to individual children's learner identities, languages and cultures within curriculum planning, assessment and evaluation processes.
- Refine improvement practices by using an evaluative question or focus, and report against this to more strongly evidence shifts in valued 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.\*](#)



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19 November 2024

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	31 children, including up to 8 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 21%, NZ European/Pākehā 62%, Indian 13%, Pacific 8%, British 5%
Service roll	39
Review team on site	September 2024
Date of this report	19 November 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, July 2021; Education Review, March 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)*.

	<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.