



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Amazing Place Preschool (Sunset Road)

Profile Number: 30178

Location: Western Heights, Rotorua

1 ERO's judgement of Amazing Place Preschool (Sunset Road) 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

Amazing Place 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 in a mixed-age setting. 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 previous Akanuku | Assurance Review was confirmed in August 2022. Since the review, the identified non-compliances have been addressed. Continued monitoring of systems and processes for compliance is required to maintain regulatory requirements.

## 5 Learning Conditions

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

Children experience a learning environment that is beginning to support their developing social and emotional competencies and an understanding of Christian beliefs and values.

- Children, alongside their parents, have opportunities to share and engage in significant cultural events. There is some recognition of their home languages reflected in the learning environment.
- Parents' goals for their children are gathered, and these are beginning to inform intentional planning for children's ongoing learning. Leaders and teachers have started streamlining their planning system to better reflect children's progression against the valued learning outcomes from *Te Whāriki*, the early childhood curriculum.
- Children have some opportunities to explore and extend their interests through making choices about their own learning. Teachers are yet to intentionally consider how the environment and resourcing impact on the development and extension of children's independence and creativity, and transition through the different age-specific learning areas.

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

Leaders and teachers continue to build their professional knowledge through mentoring and growth cycle processes.

- 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.
- Leaders and teachers are building their knowledge of how to reflect children's individual languages, cultures and home identities in planning or evaluation practices.
- New team members are well supported by their colleagues. Mentoring and reflection practices for all are used to ensure ongoing development and growth in capabilities.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Collaborative leaders enact the service's vision, plans and identified priorities for improvement.

- Relational trust is established between leaders and teachers. Systems are established for the sharing of information that supports and promotes positive outcomes for children.
- Leadership provides some opportunities for parents to voice their views. Some external and internal expertise is utilised to grow leadership capability.
- 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 Amazing Place Preschool (Sunset Road) 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?

Amazing Place Preschool (Sunset Road) 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.
- Review the range and accessibility of resources across the service, to improve complexity and consistency of learning experiences for all children.

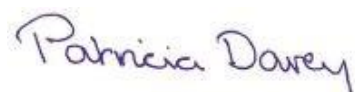
Bethlehem Early Learning Centres group will include the following in its quality improvement planning to improve consistency of quality across the group:

- 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.](#)



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	48 children, including up to 12 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition	Māori 16%, NZ European/Pākehā 33%, South African 22%, Indian 20%, Asian 9%
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 <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, August 2022; Education Review, October 2019

### 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 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.
	<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.