



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Forfar Nursery and Preschool

Profile Number: 70361

Location: St Albans, Christchurch

1 ERO's judgement of Forfar Nursery and 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

Forfar Nursery and Preschool is governed and managed by a parent committee and the leadership team. The centre manager has responsibility for the day-to-day operation of the service. The service's philosophy is based on *Te Whāriki*, the early childhood curriculum, and places value on whanaungatanga (positive, respectful relationships), manaakitanga (caring for and supporting others), mahi tahi (working together) and ako (learning from each other).

## 4 Progress since the previous ERO report

The previous 2021 Akarangi | Quality Evaluation report gave three areas for ongoing improvement relating to strengthening assessment, planning and evaluation, increasing the integration of children's cultural identities and deepening use of evaluation for improvement. Good progress has been made in all areas.

## 5 Learning Conditions

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

Children experience a community focused curriculum underpinned by reciprocal relationships that promote their learning across the depth and breadth of *Te Whāriki*.

- Children's learning and development is supported through caring, respectful, responsive relationships in learning-based play environments. Well-resourced learning areas promote children's developing capabilities in oral language, social and emotional competence and higher-level thinking skills.
- Assessment, planning, and evaluation practices are becoming more consistent across the service. Revisiting and evaluating children's progress and learning, and intentional teaching strategies help to foster valued learning outcomes for children.
- Children's individual cultures, languages and learner identities are increasingly being included within their learning documentation.

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

Leaders and teachers work collaboratively to develop the professional knowledge and expertise to design and implement a responsive, broad curriculum.

- Teachers have many opportunities for individual and team professional learning that enhances children's learning.
- Local curriculum design is supported through networked relationships with mana whenua to build understandings of local histories and places of significance to Māori. Leaders and teachers are continuing to build their cultural understandings to enable integration of the bicultural curriculum.
- Leaders' and teachers' professional growth cycles are well embedded and supported through regular mentoring. Teachers inquire into, and reflect upon, their own practice to support ongoing improvement.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leaders work collaboratively with the learning community to enact the service's philosophy and core values.

- The recent review of the service's philosophy has included perspectives from the governing board, teachers, staff, parents and children. This has helped to build shared understandings of the centre-wide values, and priorities for learning and teaching.
- Leaders foster positive relationships across the teaching team. They identify and encourage emerging leaders to take responsibility and lead with confidence.
- Systematic internal evaluation processes are purposefully used to influence positive changes and to evaluate their effectiveness. Leaders enable ongoing improvement in a range of relevant areas to identify priorities that impact on teacher practice and children's learning.

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

Governance uses effective systems and practices to support coherent organisational conditions that underpin positive learning conditions for children.

- Those involved with governance and management have clearly defined roles and the board makes good use of sub-committees to utilise the expertise of members. They build positive relationships, supporting regular sharing of information and reporting between the board and the service's community.
- Children, whānau, teachers and staff are at the centre of decision making. Initiatives that sustain positive adult-child relationships through the retention of staff, support children's physical and emotional wellbeing.
- Governance and management initiate and contribute to positive social and community outcomes, have a balanced approach to whānau connections, and fundraise for improvements to the premises and learning environments. Strategic planning is collaboratively created and actioned through annual planning.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Forfar Nursery and 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?

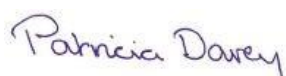
Forfar Nursery and Preschool will include the following actions in its quality improvement planning:

- Increase the reflection of children's cultures, languages and learner identities in their individual learning documentation.
- Continue to refine individual assessment, planning and evaluation processes to consolidate teachers' approaches to documenting children's intended learning outcomes and children's next learning steps, and evaluating the effectiveness of planned teaching strategies.

#### 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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Director of Early Childhood Education (ECE)

17 December 2024

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	47 children, including up to 15 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 12%, NZ European/Pākehā 64%, Irish 7%, Korean 5%, Fijian 2%, other ethnic groups 10%
Service roll	61
Review team on site	August 2024
Date of this report	17 December 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, March 2021; Education Review, June 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.