



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Arthur Burns Preschool

Profile Number: 80012

Location: Mosgiel, Dunedin

1 ERO’s judgement of Arthur Burns 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

Arthur Burns Preschool is a small community-based service governed by a parent committee. A senior leaders group consult and share information on the service's operations and curriculum. A centre manager oversees day-to-day operations. The purpose built, recently extended service caters for children aged two to six years. The philosophy focusses on building trusting relationships.

4 Progress since the previous ERO report

Since ERO's 2021 report the service has made good progress in addressing all agreed improvement actions. Strategic planning, professional learning and development and resource allocation of staff through a service restructure has supported the progress made.

Leaders and teachers have had a strong focus on developing their understanding and use of the learning outcomes in *Te Whāriki*, the early childhood curriculum. This is evident through a range of documented and undocumented learning and development. Assessment information shows children's developing capabilities alongside parent and whānau aspirations.

Targeted professional learning and development is supporting leaders and teachers to grow and continue to build their knowledge, understanding and use of internal evaluation. This results in positive changes and some known outcomes for children as a result. Governance have also completed a review to inform change.

Those responsible for governance have engaged in professional learning which has supported them to identify and know about their roles and responsibilities. As a result of this there has been refinement and clarification which is further supported by a handover and induction into the parent committee for new members. Governance receives information about children's learning which informs decision-making.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a broad play-based curriculum responsive to their individual interests and the service's priorities for learning.

- Teachers prioritise relationships with children and their families. They engage in learning-focused partnerships with children, parents and whānau to support children's social and emotional well-being.
- Curriculum documentation and displays reflect children's cultures, languages and identities. The developing bicultural curriculum provides children with some opportunities to see, hear and speak te reo Māori.
- Assessment information shows children's learning through experiences which foster their ways of learning and understandings about the world around them, and makes visible the service's priorities for learning. There is not yet sufficient evaluation of teaching strategies to show how well teachers add complexity and challenge to children's learning and play.

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

Children's learning is enhanced by leaders and teachers engaging in relevant professional learning which contributes to ongoing and sustained improvement.

- Professional learning supports leaders and teachers to implement change and continue to be improvement focused. Teachers' development of knowledge, skills and expertise is ongoing and informs the responsive curriculum design.
- There has been a focus on building the team's collective knowledge and understanding of the learning outcomes of *Te Whāriki* and documenting children's learning in relation to these.
- Internal evaluation capability is continuing to develop and drive improvement. While evaluation is improvement focused, there is not yet evidence to show evaluation of change that has had a positive impact on outcomes for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service's shared leadership style effectively supports the enactment of the vision, plans and priorities for improvement.

- A senior management team inclusive of members of governance and management meet regularly and discuss operations and the service vision and priorities to inform decision making.
- Leaders engage in evaluation for improvement with a focus on effectiveness of the service's curriculum. Sufficient resources, such as time, supports change and improvement.
- Leaders and teachers engage in networking, coaching and mentoring which demonstrate high levels of relational trust, enabling a collaborative approach.

Stewardship through effective governance and management | Te Whakaruruhau

There has been significant work to understand governance roles and responsibilities through external professional learning and internal evaluation.

- Governance use a range of information to develop the strategic plan including the voices of whānau and teachers, and committee members. They engage in evaluation through monitoring and evaluating the strategic plan with a focus on improvement.
- Children’s learning, development and wellbeing is the primary consideration of decision making and resource allocation. For example, the recent restructure of roles and responsibilities and change to the play and learning environment.
- Established human resource policies, procedures and practices result in teacher retention thereby providing continuity for children and their families.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Arthur Burns 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 Areas of Concern

ERO found area of concern in the service relating to:

- Consistently recording all injuries, illnesses and incidents that occur at the service including the date and time of the injury, illness or incident.

Licensing Criteria for Early Childhood Education and Care Centres 2008, HS27

9 Where to next for improvement?

Arthur Burns Preschool will include the following actions in its quality improvement planning:

- Make teaching strategies more consistently visible through documented planning, assessment and evaluation of individual and groups of children's learning.
- Increase the opportunities children have to see, hear and speak te reo Māori and to learn about the stories and histories of mana whenua throughout the bicultural curriculum.
- Make better use of indicators of quality through the internal evaluation process, to know if changes to teaching practice are having the desired impact or not and for whom.

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)

19 December 2024

10 Information About the Service

Service Type	Education and care service
Number licenced for	30 children aged 2 and over
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 13%, NZ European/Pākehā 84%, Samoan 3%
Service roll	40
Review team on site	15 October 2024
Date of this report	19 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, March 2021, Education Review June 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)*.

	Above the threshold for quality
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.
	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.