

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** The Playhouse Pre-School 2

**Profile Number:** 46205

**Location:** Pukekohe

1 ERO's judgement of The Playhouse Pre-School 2 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

The Playhouse Preschool 2 is one of two services under the same ownership. The owner provides governance oversight. The service has had a change in leadership and significant staff changes since the ERO's previous review in 2019. There is a separate area for infants and toddlers, with these younger children also having opportunities at times throughout the day to learn alongside older children in a mixed-age setting. The centre's philosophy values relationships and inclusive practices in partnership with parents.

## 4 Progress since the previous ERO report

ERO's Education Review in 2019 identified a key next step relating to strengthening teachers' use of te reo Māori and integration of te ao Māori (the Māori world) into curriculum planning, assessment and in teaching practices. Limited progress has been made due to significant staff changes. Continuing to strengthen the bicultural curriculum has been prioritised by leadership and identified as an area for ongoing improvement.

## 5 Learning Conditions

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

Children experience a well-resourced environment in which teachers are responsive to their individual interests and preferences.

- Children's learning is supported by respectful interactions with teachers who know them well and who have built positive relationships with families. Children experience a sense of security in a calm environment where they can predict what will happen next.
- Excursions to the Ngahere (bush) and local community support children to develop their independence and resilience. They are building knowledge and connections with people, places and things through these experiences.
- Continuing to build a responsive bicultural curriculum through improving teacher practices and further development of a localised curriculum requires improvement. Limited progress has been made in this area since ERO's previous report.

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

Leaders and teachers are taking steps to improve their professional knowledge and assessment for learning.

- A planning process for each child contributes to assessment that shows children's learning over time. Parental aspirations for their child's learning are gathered and responded to in planning and assessment records.
- All teachers are yet to develop an understanding of the use of the learning outcomes in *Te Whāriki* as a basis to evaluate children's learning.
- A professional growth cycle is in place that includes teachers' self-selected inquiry into their practice. The process is yet to include evaluation of shifts in teacher practice or the impact this has had on children's learning.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders have established a collaborative team and foundational systems and process for improvement.

- The new centre manager has developed processes that focus on improving teacher capability. Time is needed to embed new processes and to identify how improvements made may have positively impacted on outcomes for children.
- Processes of evaluation are at an early stage, including assessment, planning and evaluation of children's learning. Evaluation practices across the service do not yet evaluate how changes made have impacted for children.
- Leaders, teachers and families are focused on developing a local curriculum and implementing their agreed priorities for children's learning. Leaders agree that aligning these improvement actions with the service's philosophy and enacted curriculum is an area for ongoing improvement.

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

Children's learning and wellbeing is being considered in decision-making.

- Those responsible for governance make decisions that align with the service's vision and values. This includes actions that remove barriers for all children to have access to education and care at the service.
- Governance provides the conditions which enable professional capability building across both of the services. The impact of these opportunities on teacher growth and children's learning is not yet evident in curriculum or operational information gathered by the service.
- The growth of relational trust between teachers, leaders and governance is contributing to decisions that support the wellbeing of children and their families.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of The Playhouse Pre-School 2 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?

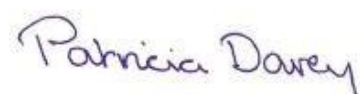
The Playhouse Pre-School 2 will include the following actions in its quality improvement planning:

- Teachers and leaders to continue to collaborate to strengthen the bicultural curriculum.
- Teachers and leaders to continue to develop the local curriculum alongside the community and align the agreed-on priorities for children's learning with the services philosophy and enacted curriculum.
- Develop leaders and teachers collective understanding and capability to do and use evaluation for improvement.

#### 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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16 December 2024

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	48 children, including up to 5 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 23%; NZ European/Pākehā 34%; Fijian 17%; Indian 10%; American 3%; Chinese 3%; Dutch 3%; other ethnic groups 8%
Service roll	30
Review team on site	October 2024
Date of this report	16 December 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review; November 2019; Education Review; October 2015

### 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.