



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: The Playhouse Pre-school

Profile Number: 25402

Location: Pukekohe

1 ERO's judgement of The Playhouse Pre-school 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
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## 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 Pre-School is one of two services under the same ownership. The owner provides governance oversight. A head teacher is responsible for daily operations, curriculum and the teaching team. Children learn across two age-based areas, with younger and older children having separate outdoor playgrounds. The centre's philosophy values relationships and inclusive practices in partnership with parents.

## 4 Progress since the previous ERO report

ERO's Akanuku | Assurance Review in 2023 identified three key next steps relating to extending the complexity of play for older children, increasing the use of learning outcomes in *Te Whāriki*, the early childhood curriculum to support intentional teaching, and to increase opportunities for children to hear and speak te reo Māori.

Good progress has been made to support the learning and development of older learners, and for children to hear and speak te reo Māori. All children have individual plans that include identified teaching strategies to support learning for all children. Positive steps are in place to support teachers to grow culturally responsive practices. There is some reflection of this in the learning environment and teachers use basic te reo Māori in their interactions with children.

Limited progress has been made to build a shared understanding of how to use the learning outcomes from *Te Whāriki* to inform assessment, planning and evaluation.

## 5 Learning Conditions

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

Children benefit from a local curriculum that provides them with opportunities to learn about the wider world.

- Excursions to the Ngahere (forest) and local community support children to develop their independence and resilience. They have opportunities to build knowledge and connections with people, places and things.
- Learning-focused partnerships with parents and whānau have been established and parents' aspirations for their child's learning are gathered and contribute to individual planning for their child. Teachers' ongoing communication with parents supports children's wellbeing and sense of belonging.
- Learning outcomes for children are identified in individual learning plans that show some progression of learning over time. There is variability in how teachers document children's growing capabilities and use the learning outcomes in *Te Whāriki* as a basis to assess children's learning.

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

Leaders and teachers have established systems to support professional knowledge and growth.

- A professional growth cycle has recently been established therefore a full annual cycle has not yet been completed. There is some early evidence of positive shifts in teacher practice.
- Teachers and leaders have regular opportunities to engage in professional learning opportunities as a team or individually. This is building professional knowledge, reflection about practices and is also identifying areas for growth.
- Teachers and leaders continue to build their responsiveness to the diverse cultural community of learners they serve. Leaders and teachers agree that this is an area for improvement.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leadership is working collaboratively and has built the foundations for systems and processes to guide improvement.

- The 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.
- After a period of significant staffing changes, leaders are focused on building relational trust in the team, including offering opportunities for teachers to lead in areas of interest. This action is recent, therefore the impact for children and the curriculum is yet to be evaluated.

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 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 will include the following actions in its quality improvement planning:

- Improved leaders and teachers shared understanding about how to intentionally plan for, assess and evaluate children's learning over time in relation to the learning outcomes in *Te Whāriki*.
- Increase teachers' responsiveness to children's languages, cultures and learner identities in curriculum experiences as well as in group and individual records of children's learning.

### 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)

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## 9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 14%, NZ European/Pākehā 62%, Fijian 10%, Irish 10%, Ukrainian 10%, Samoan 3%
Service roll	29
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>	Akanuku   Assurance Review; September 2023; 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 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.