

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Chilton St James Preschool - Waterloo

**Profile Number:** 60304

**Location:** Lower Hutt

1 ERO's judgement of Chilton St James Preschool - Waterloo 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

Chilton St James Preschool – Waterloo is located on the grounds of Chilton St James School, a private Anglican school. The preschool is governed by the school's senior leadership team. A recently appointed assistant principal oversees operations and administration of the preschool, with the support of a newly appointed head teacher. The staff of the preschool has significantly changed since the previous ERO review in 2022. Children learn and play across three separate spaces that reflect their ages and developmental stages.

Extra curricula activities such as dance, playball, art and music are also provided in the curriculum. The school values include belonging, curiosity, confidence, mutual support, resilience, and commitment to learning. These principles are integrated with *Te Whāriki*, the early childhood curriculum, serving as the foundational framework for the delivery of teaching and learning within this service.

## 4 Progress since the previous ERO report

Key next steps from ERO's 2022 report included increasing opportunities for children to hear and speak te reo Māori and to increase the visibility of children's culture, language and identity in children's assessment documentation. Changes in leadership and in the team have resulted in new priorities for improvement being identified and actioned. Some progress against these next steps is evident. Tikanga and te reo Māori is integrated into day-to-day teaching practices. There is some documented reflection of cultural events and celebrations. The documentation of assessment is yet to make visible all children's cultures and languages.

## 5 Learning Conditions

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

Children experience a range of child-initiated and teacher-led experiences that are effectively underpinned by *Te Whāriki*.

- Children's learning and social competence is scaffolded by intentional teaching strategies. Children have opportunities to revisit their learning.
- Children experience a learning environment that is rich in numeracy, literacy, and oral language, including the use of some te reo Māori and Mandarin.
- Assessment and planning processes reflect the interests, skills and dispositions of children. However, there remains a need for more consistent integration of *Te Whāriki* learning outcomes in order to effectively plan, assess and evaluate the learning progress of all children over time.

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

Leaders and teachers regularly inquire into aspects of their practice asking themselves what works and are using review to support their understanding of what changes need to be made and why.

- A focus as a new team is building collaborative practice through everyone having a voice.
- Care is understood to be a fundamental aspect of the curriculum, especially for toddlers, where staff demonstrate respectful practices, particularly in their support of daily routines.
- Leaders and teachers are increasing ways for parents to be informed and contribute to the daily curriculum. The next step is to foster partnerships that are focused on children's learning.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders are at the early stages of enacting aspects of the services vision, plans and priorities for improvement.

- Leaders are deliberately investing time and effort to cultivate relational trust within the team.
- Leaders are focused on coordinating resources and staffing to enhance the implementation of the curriculum. The teaching and support staff reflect the cultural diversity of the children enrolled.
- Leaders and teachers are currently reviewing curriculum planning, teaching practices and children's learning to identify their priorities for children's learning.

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

Governance has restructured school leadership inclusive of the pre-school to guide the enactment of the school wide strategic goals and values.

- A useful framework of policy review has recently been established.
- Early childhood leadership is developing internal capability with the support of external expertise to ensure improvement goals are met.
- Governance is yet to explore the effectiveness of recent changes implemented to know what is or is not working and for whom.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Chilton St James Preschool - Waterloo 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 areas of concern in the service relating to:

- Evidence of the review of the emergency management plan on an, at least, annual basis and implementation of improved practices as required.
- Adults providing education and care carry out relevant emergency drills with children (where appropriate) on an, at least, three monthly basis.
- When children leave the premises on regular excursions to access the wider school campus the excursion must be approved by the persons responsible. A record of the excursion must include names of adults and children involved and date, time and location of the excursion.

Licensing Criteria for Early Childhood Education and Care Centres 2008; HS7, HS8, HS17.

## 9 Where to next for improvement?

Chilton St James Preschool - Waterloo will include the following actions in its quality improvement planning:

- Teachers to plan, assess and evaluate children's learning progression over time in relation to the learning outcomes of *Te Whāriki*.
- Leaders and teachers to build on current relationships with parents and whānau to develop partnerships that focus on children's learning.
- Leaders to develop their own and the collective capability of teachers to do and use evaluation for improvement, to know what is working well 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.\*](#)



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27 November 2024

## 10 Information About the Service

Service Type	Education and care service
Number licenced for	80 children, aged 2 and over 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 2%; NZ European/Pākehā 45%, Chinese 35%, Indian 10%, other ethnic groups 8%.
Service roll	49
Review team on site	September 2024
Date of this report	27 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, March 2022; Education Review, February 2020

### 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.