

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Capital City Preschool

Profile Number: 60346

Location: Wellington

1 ERO's judgement of Capital City 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

Capital City Preschool is a community-based non-profit service based in central Wellington. A newly appointed chairperson leads the parent-led governance board. Day-to-day management is overseen by a centre manager and operations manager. External professional expertise is guiding leaders' progress of systems and processes. There are new members to the teaching team since the last ERO review. The service caters for a diverse group of learners.

4 Progress since the previous ERO report

The March 2021 ERO report identified three improvement actions that included strengthening the use of te reo Māori in everyday contexts, making visible children's cultures, languages and identities and providing regular opportunities for children to revisit their learning. Good progress has been made to include te reo Māori through the curriculum. An internal evaluation focus on te reo Māori has promoted improvement for mokopuna, kaiako, mātua (parent) and whānau (family). Culture, language and identity is reflected through the environment, cultural events as well as parent and whānau contributions. However, this is an area to continue to strengthen through planning and assessment records. Mokopuna have good opportunities to revisit their learning.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The enacted curriculum and embedded kaiako practices give meaningful emphasis to the service's philosophy, priorities and values.

- Mokopuna engage in sustained interactions with kaiako and their peers which supports their oral language and social and emotional competency. The learning environment promotes mathematics, literacy, creativity, wondering and decision making.
- Kaiako are respectful and responsive to individuals. Mokopuna make sense of their world through play-based learning experiences that are flexible and unhurried.
- Individual assessment records are yet to consistently evidence the learning outcomes from *Te Whāriki*, the early childhood curriculum, and show progress and continuity of learning over time.

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

Organisational conditions enable kaiako to effectively build their professional knowledge, expertise and cultural competence.

- Internal evaluation supports leaders and kaiako to critically reflect on their teaching practice and subject it to ongoing inquiry. Analysis is drawn from a range of evaluation data gathering informed by parent, whānau, kaiako and community voice.
- Collaborative relationships support a cohesive team approach to share individual knowledge and expertise to increase team capacity. Leaders and kaiako work collaboratively to progress a responsive curriculum for all mokopuna.
- Outcomes for mokopuna are enhanced through kaiako engagement in individual and collective professional learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders implement conditions to promote and enhance leadership capability.

- The centre manager is supported by an external mentor to support curriculum knowledge and implementation.
- There is relational trust between kaiako, leaders and kaiarataki (governance board). Communication systems ensure sharing of information, and roles and responsibilities, for actions needed.
- Leaders are yet to clearly frame effective assessment guidelines to enable consistent assessment practices.

Stewardship through effective governance and management | Te Whakaruruhau

Governance and management systems and processes are well guided by the strategic plan, vision and values.

- Parent and whānau contributions are gathered through a range of platforms to support and guide systems, practices and processes.
- Mokopuna and whānau learning and wellbeing are integral to the service's decision making and are effectively supported through network relationships.
- Leadership reporting to the board includes evaluation of outcomes for mokopuna and progress towards priorities.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Capital City 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?

Capital City Preschool will include the following actions in its quality improvement planning:

- Further develop and consistently implement effective planning and assessment guidelines with quality teaching and learning expectations.
- In assessment documentation, increase the use of *Te Whāriki* learning outcomes and the range of information about children's increasing capabilities and progress over time in relation to these.

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	30 children aged 2 and over
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 7%, NZ European/Pākehā 20%, Chinese 7%, Filipino 7%, Russian 7%, Samoan 4%, British 4%, English 4%, Vietnamese 4%, Indian 4%, Sri Lanken 4%, Burmese 4%, Eastern European 4%, European 4%. African 4%, Columbian 4%, French 4%, Egyptian 4%, American 4%
Service roll	28
Review team on site	September 2024
Date of this report	17 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, March 2021; Education Review, November 2018

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.