

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Queen Margaret College Pre-school

**Profile Number:** 50055

**Location:** Thorndon, Wellington

1 ERO's judgement of Queen Margaret College 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

## 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

Queen Margaret College Pre-school operates under the management and administration of Queen Margaret College and is situated within their grounds. The principal of the school, as service provider, is responsible for ensuring the service is meeting regulatory requirements. A new head teacher, supported by an assistant head teacher, oversees daily operation and curriculum. The curriculum integrates *Te Whāriki*, the early childhood curriculum, and the International Baccalaureate/Primary Years Programme (PYP).

## 4 Progress since the previous ERO report

Good progress has been made in relation to the improvement actions from ERO's 2021 report. These actions include building teachers' capability in using the learning outcomes of *Te Whāriki*; strengthening teachers' knowledge of te ao Māori to support continued development of a bicultural curriculum; ways to respond to the cultures, languages, and identities of children who attend; and building effective internal evaluation.

Learning outcomes are used in planning and assessment to show children's progress and learning. Teachers and leaders have recently sought further cultural information from families with a view of using it to inform the curriculum and associated documentation. Children have opportunities to learn about their own and other cultures through planned activities and relevant language weeks.

Teachers have strengthened their knowledge of te ao Māori to support continued development of a bicultural curriculum. Aspects of tikanga Māori and te reo Māori are evident in group times and in some documentation. Evaluation in relation to the local curriculum has resulted in more connection with areas of importance to mana whenua through the programme.

External support has been accessed to build teachers' understanding and use of internal evaluation. As a result, one evaluation has been recently completed.

## 5 Learning Conditions

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

The team is beginning to consider how PYP learner profile attributes and the learning outcomes from *Te Whāriki* interrelate to develop a rich local curriculum that responds to all children.

- Good relationships are established with parents. A recent survey was used to identify aspirations for their children.
- Improvements to planning and assessment of the curriculum have been implemented this year. Recent assessment narratives and individual plans connect to both curricula, as well as the goals parents and whānau have for their child.
- Teachers support children to extend their learning while enabling a balance between teacher-led and child-initiated play and learning. Children have regular opportunities for sustained engagement, and critical thought, wondering and creativity are encouraged.

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

Leaders and teachers are taking steps to improve their professional knowledge of teaching practices and assessment in relation to *Te Whāriki*.

- Leaders and teachers inquire into aspects of their practice to see what is and isn't working. They are building a shared understanding of evaluation for improvement, however they are yet to evaluate the impact of teaching practice and professional learning on outcomes for children.
- There has been a recent emphasis on building knowledge of strategies that support children's growing social and emotional capabilities. As a result, the teaching team is starting to develop consistent expectations and practice.
- A useful professional growth cycle process guides teachers to reflect upon and develop their practice in relation to the *Standards for the Teaching Profession* / *Ngā Paerewa*.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

The leadership team are taking steps to build relational trust to enable collaboration and improvement.

- Leaders are beginning to consider how they can use a strengths-based approach to lead the teaching team.
- The head teacher regularly reports to the principal and board of governors about learning priorities, events, staffing, and roll numbers. It is unclear how these reports are used by governance.
- Leaders are proceeding to align resourcing to support curriculum implementation.

School governance is currently refining its plans and priorities for the school and preschool.

- The strategic plan (2019- 2024) is currently under review. How well the strategic priorities have been met, and the difference this has made for children at the preschool, is not yet known.
- Policies and procedures guiding practice in the preschool are overarching for the whole school. The new head teacher is taking steps to implement a cycle of policy review to ensure that they are fit-for-purpose and align with the licensing criteria for early childhood.
- Governance supports aspects of quality by ensuring adequate funding is allocated for better than minimum child: teacher ratios and teachers' professional learning and development.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Queen Margaret College 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 Areas of Concern

ERO found an area of concern in the service relating to:

- carrying out and keeping a record of relevant emergency drills, including earthquake, with children (as appropriate) on an at least 3-monthly basis.

*Licensing Criteria for Early Childhood Education and Care Centres 2008, HS8*

## 9 Where to next for improvement?

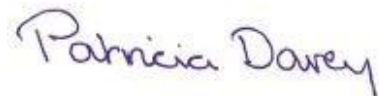
Queen Margaret College Pre-school will include the following actions in its quality improvement planning:

- Consistently plan for, assess and evaluate children's learning in relation to the learning outcomes from *Te Whāriki* to identify progress over time.
- Embed the new internal evaluation process. Then use it to evaluate the effectiveness of practices in relation to outcomes for children (to better know what is working or not, and for which groups of children) and make changes to practice as a result.

### 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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## 10 Information About the Service

Service Type	Education and care service
Number licenced for	40 children
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	NZ European/Pākehā 18%; Asian 67%; Indian 5%; Israeli 5%; Ukrainian 3%, South African 3%
Service roll	39
Review team on site	October 2024
Date of this report	29 January 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, June 2021; Education Review, January 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)*.

	<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.