

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Apii Potiki Glen Innes Community Pre-School

Profile Number: 46187

Location: Auckland

1 ERO's judgement of Apii Potiki Glen Innes Community 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

Apī Potiki Glen Innes Community Pre-School is a family-owned service governed by the Apī Potiki Reo Kuki Airani Preschool Trust. Connections with the local community stem from historical relationships with residential families, elders, local businesses, neighbouring early childhood services and its Cook Islands people. As a bilingual service, the Cook Islands language, culture and values are promoted.

A long serving centre manager and finance manager are responsible for the operation and management of the service. They lead a team of qualified teachers and a support team. Significant changes to the teaching team include the recruitment of overseas teachers. Almost all children attending are of Pacific heritages with some who whakapapa Māori. A kaumatua provides cultural advice and support to teachers, children and their families. The centre philosophy fosters respect and an appreciation of all cultures and acknowledges tangata whenua as the indigenous people of the land. Relationships with children and families are valued.

4 Progress since the previous ERO report

The service does not have a positive reporting history. ERO's previous Akanuku | Assurance Review reports in October 2022 and June 2021 identified non-compliance with regulatory standards which were addressed by the service following ERO's onsite visits. This review in 2024 has again identified that the service has not maintained compliance with regulatory standards. No progress has been made to ensure leaders and teachers implement and maintain minimum requirements relating to health and safety and governance.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Leaders do not yet have the capability to develop systems and processes to design and implement a responsive curriculum for children.

- Infants and toddlers benefit from familiar routines and an unhurried calm and peaceful environment. Caregiving practices foster some level of independence.
- Older children experience adult-led activities within a play-based environment. Some teachers are yet to notice or respond appropriately to children's interests, strengths and needs.
- Teachers demonstrate variability of experience, knowledge and understanding of *Te Whāriki*, the early childhood curriculum. Irregular and inconsistent assessment practices describe what children are doing and are yet to demonstrate what and how children are learning.

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

Leaders and teachers are at the early stages of building their knowledge and a shared understanding of *Te Whāriki*.

- Leaders have yet to provide clear guidance and expectations for curriculum design and implementation for teachers. Teachers are not yet supported by leaders to build a basic understanding of assessment and planning processes and practices.
- Leaders and teachers have engaged in some professional learning and development to build capability. The new learning and impact of this is yet to be evaluated.
- An in-house kaumatua provides cultural advice to support learning about the Cook Islands language, culture and values. Teachers are yet to show how this supports the cultural identity of children and their progress of learning over time.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders do not have the capability to establish conditions that support leaders and teachers to build their professional knowledge to design and implement the service's curriculum.

- Leaders and teachers are at an early stage of building shared understandings of the service's philosophy, vision, goals and priorities for children's learning.
- Leaders are yet to prioritise professional learning for the new team of overseas teachers that is focused on building their knowledge and understanding of *Te Whāriki* and teaching and learning in the service.
- Leaders have engaged in professional learning alongside the Ministry of Education, to establish a process for internal evaluation. This is not yet implemented.

Stewardship through effective governance and management | Te Whakaruruhau

The service's plans and priorities have not been monitored, reviewed or evaluated to show progress towards goals.

- Leaders have prioritised the recruitment and appointment of qualified teachers and a cultural leader with expertise to support the cultural competency of new teachers.
- The service has policies and procedures to guide practice. However, these are not well understood by leaders and teachers, nor are they monitored or reviewed to ensure expectations are implemented.
- Leaders are at an early stage of designing a process for strategic planning that identifies plans and priorities focused on improvement. This does not yet reflect the aspirations and contributions of parents, whānau and the local community.

Management Assurance on Legal Requirements

Before the review, the staff and management of Apii Potiki Glen Innes Community Pre-School completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have not 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.

7 Areas of Concern

ERO found areas of concern in the service relating to:

- An emergency management plan that includes a list of safety and emergency supplies and resources that are sufficient for the number and ages of children and adults at the service, details of how these will be maintained and accessed in an emergency, and which is updated with current contact information of staff and parents.
- Evidence that relevant emergency drills have been carried out with adults and children on, at least, a every three-monthly basis.
- The sleep procedure to include that children are checked for general wellbeing at least every 5-10 minutes, or more frequently according to individual needs.
- Consistently completing daily hazard checks on every day of operation, analysing accident/incident records to identify hazards and recording action taken to eliminate, isolate or minimise hazards.
- Evidence of parental permission and approval of adult: child ratios for regular excursions (on the enrolment form).
- Ensuring parents are informed of any injuries, illnesses and incidents involving their child and a procedure that includes the review and implementation of practices, as required.
- Category (i) medication is not given to a child without written authority from parents, and records that include evidence of parental acknowledgement they have been advised medication was given to their child.
- The child protection policy and procedures to include provision for identifying and reporting of child abuse and neglect, and information about how the service will respond to this.
- A written procedure for safety checking of all staff before employment that meets the safety checking requirements, and records for all checks are maintained, including risk assessments.

Licensing Criteria for Early Childhood Education and Care Centres 2008, HS7, HS8, HS9, HS12, HS17, HS27, HS28, HS31, GMA7A.

8 Where to next for improvement?

Apii Potiki Glen Innes Community Pre-School will include the following actions in its quality improvement planning:

- Leaders and teachers to develop a shared understanding of *Te Whāriki* that enables them to respond meaningfully to children's interests, strengths and developing capabilities.

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)

30 January 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 15%; Cook Islands 75%, Other Pacific 10%
Service roll	32
Review team on site	October 2024
Date of this report	30 January 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review; October 2022 Akanuku Assurance Review; June 2021

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.