



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little Explorers Preschool

Profile Number: 70047

Location: Burwood, Christchurch

1 ERO’s judgement of Little Explorers Preschool is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
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

Little Explorers Preschool provides all-day education and care for children in two separate age-specific rooms. There are large outdoor spaces for children to explore and a vegetable garden to promote the service's focus on environmental sustainability. The owner, who is also part of the teaching team, has delegated day-to-day operation of the service to the centre manager.

4 Progress since the previous ERO report

The 2021 ERO report identified four improvement actions relating to developing a local curriculum, embedding new assessment practices, building team capacity to implement a bicultural curriculum and strengthening internal evaluation.

Good progress has been made to develop a local curriculum with defined priorities for children's learning. Some practices and processes are reflecting these priorities. Limited progress has been made relating to the other three actions and these remain areas for improvement. No professional learning has been undertaken to build teachers' capabilities to implement a curriculum which acknowledges the local histories, protocols and stories of the local area. This is part of the service's strategic plan to 2025.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience an activity-based programme that encompasses their interests and is beginning to reflect aspects of *Te Whāriki*, the early childhood curriculum.

- Children's identity, languages and cultures are valued and visible in resourcing and in some children's learning records. Teachers use the cultural expertise of some parents and whānau to increase their cultural knowledge and understanding.
- A bicultural curriculum is in the early stages of implementation. Children have limited opportunities to see, hear and speak te reo Māori.
- Curriculum planning and assessment contains limited information about children's increasing capabilities in relation to *Te Whāriki*. It is yet to include information on how teachers will progress children's learning in relation to curriculum priorities, and therefore no evaluation of the effectiveness of teaching strategies on children's learning is evident.

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

Leaders are establishing some conditions to support teachers to build their professional knowledge.

- Leaders provide regular internal professional learning for teachers to build their knowledge in areas identified in the strategic plan.
- There are limited opportunities for teachers to access targeted external professional learning to improve their understanding of how to design and implement a rich, responsive curriculum.
- Documented systems for teachers' professional growth are established and consistently implemented with the teaching team. Teachers are yet to consider what works and why, make evidence-based changes to practice or consider the impact on children's learning of any changes they make.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

A well-established leadership team is developing conditions that provide a basis for collaboration and improvement, including consistency of care and education for children.

- Leaders are continuing to build relational trust to enable collaboration and improvement. They have a focus on further developing critical reflection across the team.
- Management is beginning to identify and remove some barriers for children's learning. How well children can access the service and be included in learning is considered and acted on.
- Evaluation used by leaders throughout systems and processes is at an early stage of development. It is currently used to affirm a change or describe what has occurred rather than scrutinising practices or using evaluative reasoning to determine the quality of teaching and learning and its impact on children.

Stewardship through effective governance and management | Te Whakaruruhau

Leaders use a range of information to develop and refine strategic priorities to drive improvement across the service.

- The wellbeing and learning of children are considered in resourcing and decision-making in the service. The responses of parents and whānau to annual surveys are used when developing strategic priorities.
- Leaders have refined and embedded human resource policies and practices to promote recruitment, and retention of qualified teachers.
- Leaders connect with external agencies and community groups to support wellbeing and social outcomes for children, parents and whānau.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Explorers Preschool completed and *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 Area of Concern

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

- accurately recording the time each child attending sleeps and checks made by adults during that time.

Licensing Criteria for Early Childhood Education and Care Centres 2008, HS9.

9 Where to next for improvement?

Little Explorers Preschool will include the following actions in its quality improvement planning:

- Build the capability of teachers to deliver a rich bicultural curriculum. This includes reflecting the local histories, stories and areas of significance to local Māori, and strengthening opportunities for children to hear and speak te reo Māori.
- Identify teaching strategies to grow individual children's learning and include these within curriculum planning, assessment and evaluation documents to support monitoring of children's progress over time.
- Strengthen leaders' and teachers' use of evaluative thinking across quality improvement systems and processes. These include curriculum planning, assessment and evaluation, professional growth cycles, strategic planning and internal evaluation.

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)

14 February 2025

10 Information About the Service

Service Type	Education and care service
Number licenced for	32 children, including up to 10 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 18%, NZ European/Pākehā 74%, Fijian 4%, Samoan 4%, Cook Island Māori 2%
Service roll	53
Review team on site	October 2024
Date of this report	14 February 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, June 2021; Education Review, May 2016

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.