



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Wanaka Pre-School Early Childhood Centre

Profile Number: 83036

Location: Wanaka

1 ERO’s judgement of Wanaka Pre-School Early Childhood Centre 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
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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

Wānaka Pre-School Early Childhood Centre is a community-based service, governed by a parent committee. The centre manager oversees day to day operations supported by two head teachers and a team of teachers. Children learn and play in two age-based rooms catering for their developing skills and capabilities. The service philosophy values relationships, provision of high quality spacious indoor and outdoor learning environments and fostering the care and protection for the living world.

4 Progress since the previous ERO report

Good progress has been made in responding to the key next steps identified in ERO's 2022 previous Akarangi | Quality Evaluation report. The service's strategic direction, internal evaluations, and targeted professional learning and development have supported improvement. Individual assessment and planning is now making children's progress against the learning outcomes in *Te Whāriki*, the early childhood curriculum, evident. This includes more clarity about how teachers have supported children's learning and responded to children's languages, cultures and identities. Understanding and use of internal evaluation to make improvements to teaching and learning has deepened. Teachers continue to build their collective capability to integrate te reo Māori and te ao Māori into the daily curriculum.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a rich, inclusive bicultural curriculum that reflects the depth and breadth of *Te Whāriki*.

- Children of all ages and capabilities have opportunities to be challenged, actively explore and develop independence in relation to the service's valued learning priorities. Teachers are highly responsive and respectfully interact with children according to their ages and individual requirements.
- Intentional teaching adds complexity and fosters children's working theories including oral language, literacy, numeracy, and social and emotional well-being. Children's progress in these areas is evident within their learning records.
- Teachers work closely with parents and whānau to seek their views and include these in planning for their child. Parents receive regular feedback about their child's learning progress overtime in relation to the learning outcomes in *Te Whāriki*.

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

Leaders and teachers have continued to build and embed their professional knowledge and expertise to design and implement a responsive curriculum.

- Leaders and teachers have access to regular professional development and learning that supports ongoing improvement and changes to practice. Teachers reflect on their practice, however, evaluation of the effectiveness of changes to teaching as a result of new learning is needed to better show the difference this has made to individual and groups of learners.
- Leaders and teachers are knowledgeable and use internal evaluation processes to make improvements.
- Teachers have identified that growing their knowledge and understanding of local histories and places of significance for mana whenua is a next step to support and extend children's cultural knowledge.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

A cohesive leadership team has embedded the conditions to sustain and grow the leadership within the service.

- Leaders have collaboratively developed relational trust, modelling and expecting professional accountability for the wellbeing and learning of all children. Clear procedures have been developed that guide and inform teachers' practice.
- Leadership identifies and fosters the capability of future leaders to support continuity and succession planning. Leaders and teachers have opportunities for regular coaching and mentoring.
- Leaders and teachers have a shared understanding of the service's philosophy, vision, goals, and priorities for children's learning.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing is the primary consideration in governance decision making.

- Resource allocation aligns with the services' priorities for learning and the strategic direction of the service.
- The governance committee receives regular reporting from the leadership team that keeps them well informed and influences decision making.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Wanaka Pre-School Early Childhood Centre 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?

Wanaka Pre-School Early Childhood Centre will include the following actions in its quality improvement planning:

- Leaders and teachers to evaluate the effectiveness of teaching strategies and new learning, to better know the impacts and the difference made to outcomes for individuals and groups of learners.
- Leaders and teachers to grow their knowledge about local histories and places of significance to mana whenua, then incorporate this knowledge to inform and guide the curriculum and teaching practices.

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)

17 February 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	65 children, including up to 12 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 8%; NZ European/Pākehā 65% other ethnic groups 27%
Service roll	62
Review team on site	5/10/24
Date of this report	17 February 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, March 2022; Education Review, April 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.