



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Wellsford Preschool Education Centre

Profile Number: 25269

Location: Wellsford, Auckland

1 ERO’s judgement of Wellsford Preschool Education 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

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

Wellsford Preschool Education Centre is owned and operated by the qualified centre manager. The building is purpose-built in a rural setting. Children, infants and toddlers are grouped into two areas according to their age and capabilities. A head teacher oversees the curriculum in each room alongside the centre manager.

The service has its own set of core values along with their philosophy and vision, which is evolving over time to develop their local curriculum.

4 Progress since the previous ERO report

The service's 2021 ERO report identified three improvement actions relating to the use of te reo Māori and tikanga in the curriculum, internal evaluation and developing and evaluating long term goals to monitor effectiveness of systems and teaching practice. Although there is some use of te reo Māori and tikanga within the curriculum there has not been a targeted focus on professional learning to support the team in their practice. The purpose and use of internal evaluation is not yet fully understood to drive improvement and monitor learner's progress.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

There is a limited understanding amongst the team of *Te Whāriki* the early childhood curriculum for planning and teaching.

- Children's individual learning over time is not yet consistently evidenced.
- The service is establishing learning-focused partnerships with parents and whānau. Teachers use daily conversations and events for parents to share their aspirations formally and informally.
- Children's learning is developed in play-based contexts. Teachers use children's interests and topics to respond and engage in learning.

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

Leaders and teachers' source professional learning to support their cultural competence and curriculum design. They are yet to record or measure the impact professional development has had on children's learning and their own teaching practice.

- Teachers participate in professional learning that is relevant to their identified areas of development.
- Leaders and teachers are taking steps to advance their use of te reo Māori and tikanga Māori into everyday practices.
- Teachers are beginning to inquire into aspects of their practice. Consistent engagement in the professional growth cycle is required to build ongoing capability.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are at an early stage of implementing critical mentorship to monitor progress of desired improvements.

- Leaders are at an early stage of implementing critical mentorship to monitor progress of desired improvements.
- Leaders have begun to discuss their strategic plan and vision. They are at an early stage of enacting this.
- A systematic process of internal evaluation is not yet in place to identify the learning outcomes and progress for children.

Stewardship through effective governance and management | Te Whakaruruhau

Leaders' decision making at an organisational level is beginning to consider children's wellbeing.

- The service provides education and care for a high number of children with additional learning needs. Teachers record learners' improvements towards their goals through individualised plans and teaching strategies.
- Leaders are developing their strategic plan. The impact and outcomes of this have not yet had time to be realised.
- Leaders are beginning to engage with their families when developing and reviewing their governing documents, such as their philosophy.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Wellsford Preschool Education Centre 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 Areas of Concern

ERO found area of concern in the service relating to:

- Adults providing education and care carry out each type of drill with children (as appropriate) on, at least, three monthly basis.

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

9 Where to next for improvement?

Wellsford Preschool Education Centre will include the following actions in its quality improvement planning:

- Build understanding and capability of teachers to use *Te Whāriki* and its learning outcomes to show children's learning progression over time.
- Implement a systematic process for internal evaluation that focuses on the learning of children.
- Teachers and leaders to consistently engage in their professional growth cycles for mentorship and monitoring of aspired progress.

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

10 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 8 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition Using rounded percentages	Māori 20%; NZ European/Pakeha 63%, Samoan 4%, Niuean 2%, Cook Island 2%, other ethnicities 11%
Service roll	54
Review team on site	August 2024
Date of this report	17 February 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, February 2021; Education Review, June 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.