



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: 1 + 1 Preschool

Profile Number: 10254

Location: Botany, Auckland

1 ERO’s judgement of 1 + 1 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

1 + 1 Preschool is a privately owned, purpose-built early childhood service. Infants, toddlers and older children are catered for in two spaces. The centre manager is responsible for day-to-day service operations, supported by a newly appointed external consultant. They lead a team of four qualified teachers and a cook. Children, families and teachers reflect the diverse cultures of the local community.

4 Progress since the previous ERO report

The latest ERO report, released in April 2021, identified three key areas that require improvement relating to assessment and planning, strategic planning, and internal evaluation. Limited progress is evident in relation to building teachers collective knowledge and understanding of assessment, planning, and programme evaluation, as well as the establishment of a shared understanding of internal evaluation. Leadership acknowledged that these areas remain a work in progress, particularly due to the introduction of a new teaching team. However, significant progress has recently been achieved with the assistance of an external consultant in developing and implementing a strategic plan that outlines the services priorities and intentions.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The curriculum is beginning to reflect aspects of *Te Whāriki* the early childhood curriculum, the learning outcomes are yet to be used to inform assessment, planning and evaluation.

- Children's assessment documentation refers to the principles and strands of *Te Whāriki*. Learning outcomes are currently used in limited ways through assessment and are yet to identify the depth and breadth of learning.
- Children's language, culture, and identity is evident in documentations related to planning and assessment. This approach reinforces the significance of children's home languages and cultural identities.
- Parent aspirations are incorporated in assessment documentation, teachers gather and use them to inform curriculum design. Parents contribute and are involved in events and celebrations at the centre.

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

Leaders and teachers are taking steps to improve the professional knowledge and capabilities to improve quality teaching practices and provision for all learners.

- Teachers have access to regular professional development that encourages them to take responsibility for their own learning and growth.
- The professional growth cycle has been recently established. A full cycle is yet to be completed, and leaders have identified this as an area of ongoing work.
- Teachers are yet to evaluate the impact of professional learning on their practice, and on learning outcomes for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders have embedded the conditions to continue to build the new team and improve leadership and teaching practice.

- Leaders foster a culture of collaboration and a collective growth mindset to improve the quality of teaching and learning.
- Relational trust continues to be built across the team. Leaders are adaptable in their approach to improvement.
- An inquiry approach to internal evaluation has been recently developed with the support of the external consultant. This is yet to be fully implemented to evaluate the effectiveness of teaching and learning.

Stewardship through effective governance and management | Te Whakaruruhau

Service leaders make well-considered decisions about resourcing and strategic priorities aligned to the service's vision, plans and priorities for improvement.

- Children's learning and their wellbeing are a focus for decision making at a governance level. Leaders have been intentional in appointing teachers from diverse backgrounds to support a curriculum that reflects children's cultural backgrounds.
- Children's sense of belonging and well-being is prioritised, based on what matters most to children and clearly aligns with the centre philosophy and strategic intent.
- An external consultant provides mentoring and coaching to management and the teaching team with a focus on quality improvement.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of 1 + 1 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 Where to next for improvement?

1 + 1 Preschool will include the following actions in its quality improvement planning:

- Leaders to support teachers to unpack the learning outcomes in *Te Whāriki*, to better understand and focus on assessing children's learning and progress.
- Leaders to support teachers to evaluate the impact of professional learning and development on their practice and children's learning.
- Build collective knowledge and understanding of internal evaluation with a focus on the impact of teaching and learning on outcomes for children.

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.](#)

Lisa Oldridge

Lisa Oldridge
Director of Early Childhood Education (Acting)

27 February 2025

9 Information About the Service

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|--|---|
| Service Type | Education and care service |
| Number licenced for | 30 children, including up to 22 aged under 2 |
| Percentage of qualified teachers | 80-99% |
| Ethnic composition Using rounded percentages | Māori 10%, NZ European/Pakeha 7%, Samoan 4%, Cook Island 4%, South African 10%, Asian 67% |
| Service roll | 30 |
| Review team on site | September 2024 |
| Date of this report | 27 February 2025 |
| Most recent ERO report (s) These are available at www.ero.govt.nz | Akarangi Quality Evaluation, April 2021; Education Review, April 2017 |

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 organisation 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. |