

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Fatugatiti Preschool

Profile Number: 10128

Location: Papatoetoe, Auckland

1 ERO's judgement of Fatugatiti Preschool 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

Fatugatiti Preschool is a Christian-based centre located on the grounds of the Manukau Pacific Island Presbyterian Church. The centre provides a bilingual curriculum that supports Samoan language and culture. The service's values include respect and service, within an environment of inclusion and collaboration.

The centre is administered by a governance board that includes church members as well as staff and parent representatives. The minister of the church is the patron of the board. A centre manager oversees daily operations and works closely with a team leader and supervisor. Children learn and play across two separate spaces that reflect their ages and developmental stages.

4 Progress since the previous ERO report

The key next steps from the 2019 ERO report included recognising and responding to children's interests and learning, using research to strengthen and reflect the intent of *Te Whāriki*, the early childhood curriculum within the transition to school programme, and evaluating the impact of teaching on children's learning. Limited progress is evident.

As a result of engagement in professional development teachers are beginning to respond to children's learning. Evaluation of children's learning is yet to be visible in assessment documentation or through teachers' professional development processes. Documentation is beginning to make links to research and *Te Whāriki* in the transition to school programme.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a curriculum that is increasingly responsive to their interests and reflects the service's values well.

- Children's language and cultural identities are celebrated, acknowledged and highly visible in the daily curriculum. Teachers fluently use Gagana Samoa and some te reo Māori within the programme.
- Teachers' plan and implement activities aligned to children's interests. They currently do not intentionally plan for teaching strategies beyond these activities that respond to learning and build complexity into play.
- Curriculum assessment reflect the interests, skills and dispositions of children. However, it is yet to consistently integrate the learning outcomes of *Te Whāriki* to effectively enable planning, assessment and evaluation of children's progress over time.

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

Leaders and teachers are taking steps to improve their knowledge of curriculum, teaching practices and assessment for learning.

- Relevant professional learning is undertaken, and leaders and teachers are beginning to reflect on this. Shifts in practice as a result are not yet captured.
- A process for mentoring and guidance of teachers is recently established. This provides opportunities for leaders and teachers to deepen their understanding of *Te Whāriki*.
- The range of methods parents have to be informed of, and contribute to, the daily curriculum is increasing. Partnerships between parents and teachers that are focused on learning are in the early stages.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are developing the conditions to enable collaboration and improvement in the quality of teaching across the team.

- Relational trust between teachers, leaders and the board continue to be built. Regular reporting between the centre manager and board maintains a focus on operations.
- The centre manager is taking steps to build their knowledge of early childhood education to better support the professional practice of leaders and teachers.
- A shared understanding of evaluation for improvement is yet to be established. The focus is more about review than evaluation which limits the opportunities for scrutinising and improving practices.

Those in governance and management are establishing systems and processes to progress the service's plans and priorities for improvement.

- The board is actively involved in the daily operations of the centre and is prioritising professional learning for all. They undertake professional learning to keep their knowledge of changes in the early childhood sector current.
- The strategic plan is aligned to the service's values with a focus on children's learning and cultural identity. Leaders are yet to evaluate how well these goals and priorities for improvement are being met.
- A useful framework of policy review has been established with ongoing staff and parent involvement. Systems to enable monitoring of the quality of curriculum practices and implementation of licensing requirements are not yet developed.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Fatugatiti Preschool 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 Areas of Concern

ERO found areas of concern in the service relating to:

- carrying out fire and earthquake drills with children on an, at least, three monthly basis
- ensuring that equipment, premises and facilities are checked on every day of operation for hazards to children within, as a minimum, the areas listed in the licensing criterion
- ensuring records of regular excursions are kept which include all the elements required by the licensing criterion and that parents' written approval of the adult: child ratios for these are gained.

Licensing Criteria for Early Childhood Education and Care Centres 2008; HS8, HS12, HS17.

9 Where to next for improvement?

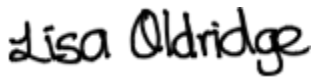
Fatugatiti Preschool will include the following actions in its quality improvement planning:

- Strengthen teachers' understanding and use of broader intentional teaching strategies that respond to, and build on, children's learning and incorporate these into planning and practice.
- Increase the integration of the learning outcomes of *Te Whāriki* into assessment to better show children's learning progress over time.
- Develop and implement systems and processes to monitor how well regulatory requirements are met.

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
Director of Early Childhood Education (Acting)

11 March 2025

10 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, including up to 10 aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 2%; NZ European/Pākehā 2%, Samoan 89%, Tongan 4%, other Pacific 3%.
Service roll	29
Review team on site	November 2024
Date of this report	11 March 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, November 2019; 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.