



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Greendale Kids Preschool

Profile Number: 55476

Location: Greenmeadows, Napier

1 ERO's judgement of Greendale Kids 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

Greendale Kids Preschool is one of two early learning services under shared ownership. Both services underwent a change of ownership in 2023 and this is the first ERO evaluation as Greendale Kids. The service philosophy emphasises the importance of relationships in a learning environment where children are valued as capable and confident learners.

All-day education and care are provided for children aged from two years to school age. The owner undertakes the role as centre manager and is supported by a professional practice and compliance leader to oversee the day-to-day operations and lead curriculum. There have been significant staffing changes since the last ERO report.

4 Progress since the previous ERO report

The 2019 ERO report identified six improvement actions in relation to consultation with families; the bicultural, place-based curriculum; assessment, planning and evaluation; internal evaluation capability; and the teacher appraisal process. A range of new systems and processes have been implemented. As a result, good progress has been made in these areas.

Under new ownership, leaders and teachers have prioritised supporting children's social competency skills.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children engage in sustained interactions with teachers and their peers, supporting their oral language development and social and emotional competencies.

- Well-resourced learning environments and intentional teaching strategies support children's creativity, critical thinking and decision making. Children make sense of their world through play and experience an unhurried approach to developing their knowledge.
- Teachers are engaged in learning-focused partnerships with parents. They involve parents through the curriculum and respond to goals they have for their children.
- Leaders and teachers collaboratively discuss children's interests and use this information to extend children's learning and development over time. The curriculum does not yet fully reflect each child's culture, language and learner identity.

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

Purposeful systems and processes enable leaders and teachers to take steps to improve their own learning and reflect on their practice.

- Professional learning and development is provided that responds to identified service needs, individuals and groups of children.
- Positive outcomes for children are evident through assessment because of teacher engagement in new learning. It is too early for teachers to fully evaluate the impact of their shifts in practice on outcomes for children.
- Collaborative relationships support the team to share ideas, skills and knowledge that contributes to curriculum planning and assessment.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are focused on improvement and are beginning to build shared understanding and consistent practices through self-review.

- Leaders and teachers continue to build their evaluation capability to support their understanding of how shifts in teaching practice are influencing children's learning outcomes. As many processes and practices are newly implemented, their effectiveness is not yet known.
- A newly implemented leadership structure shares responsibility for decision making.
- A distributed leadership team approach provides opportunities for all teachers to further their learning. Teachers take collective responsibility for the wellbeing and learning of children and their families in the service.

Stewardship through effective governance and management | Te Whakaruruhau

The service's plans and priorities for improvement continue to be developed as new ways of working are established.

- New systems and processes have been introduced to support teachers in their role and encourage staff continuity. A well-considered learning environment, such as suitable play areas and adult: child ratios, contribute to children's sense of security.
- Leaders provide clear guidance and expectations for teams. External agency involvement, and professional learning and development, help remove barriers to children's participation in learning, particularly for those with additional learning needs.
- Leaders are yet to document their combined decision-making strategies to be able to monitor the effectiveness of their leadership model over time.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Greendale Kids 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 Where to next for improvement?

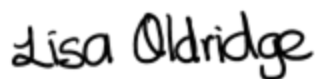
Greendale Kids Preschool will include the following actions in its quality improvement planning:

- Continue to build a curriculum that is responsive to all children's cultures, languages and identities, utilising parent and whānau cultural knowledge.
- Further develop evaluation capability of leaders and teachers to know how effective changes have been. This includes identifying what has worked and not worked, for which individuals and groups of children.
- Document leaders combined decision making and strategies, to be able to monitor and evaluate the impact of this over time on outcomes for all involved in the service.

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)

14 March 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children aged over 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 20%; NZ European/Pākehā 69%; Pacific 7%; Indian 11%; other ethnic groups 28%
Service roll	45
Review team on site	November 2024
Date of this report	14 March 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, 2019; Education Review, 2015

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.