



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Queens Park Early Childhood Education

Profile Number: 65146

Location: Invercargill

1 ERO's judgement of Queens Park Early Childhood Education 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

Queens Park Early Childhood Education is a privately owned and operated service. The centre owner is a certificated teacher who is involved in the day-to-day teaching and learning. A distributed leadership model includes a head teacher and shared roles of responsibility across the teaching team. The service's philosophy gives emphasis to community involvement which is enacted through regular excursions to the local area.

4 Progress since the previous ERO report

The service's 2022 ERO report was an Akanuku | Assurance Review which did not provide the service with key next steps. There has been limited progress made in meeting and maintaining some aspects of regulatory compliance.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a responsive and inclusive curriculum that reflects of the breadth and depth of *Te Whāriki*, the early childhood curriculum.

- Regular excursions in the local and wider community provide opportunities for a range of additional curriculum experiences. There is yet to be planning or evaluation of regular excursions as part of the curriculum programme with a focus on the educational intent and value.
- Children's interests, needs and abilities are well catered for by teachers who have a holistic approach to planning and teaching. Teachers work collaboratively with parents and whānau and external agencies to support the development of individual planning for children.
- Assessment documentation shows children's learning and progress is reflective of the services valued learning. Evaluation of planning and assessment is yet to consistently show how intentional teaching has supported children's learning and progress.

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

Teachers continue to work collaboratively to build their knowledge to design and implement a responsive curriculum for children.

- Teachers have opportunities to engage in relevant professional learning and development with a focus on responding to individual and groups of children.
- Professional learning informs changes to teacher practice and provides consistent approaches for children. Teachers are yet to know about the effectiveness of changes to practice and the impact on outcomes for children.
- The service has a focus on supporting tamariki Māori with specific allocation of a Māori key teacher. The team has begun to explore the local area and histories by learning about local pūrākau.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Service leaders have built relational trust and are establishing the conditions to build leadership capability.

- There are aspects of distributed leadership which is based on teachers' interests and strengths. There are not yet systems to know about the impact of this model and any outcomes for learners.
- Leaders and teachers engage in review which results in change. They are at the early stages of understanding evaluation and developing capability to lead the teaching team through an evaluation cycle.

Stewardship through effective governance and management | Te Whakaruruhau

Those responsible for governance and management have limited systems for knowing about the quality of curriculum provision.

- The service has an annual plan which guides its operations. There is no strategic planning in place to guide the service's long-term direction or regular monitoring of progress.
- Parents and whānau have opportunities to contribute to the service's operations, vision and plans for children's well-being.
- Governance decisions include additional staffing resource, a service van to support excursions and resources in response to teacher requests. The service owner is yet to know if the allocation of resource is having the desired impact.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Queens Park Early Childhood Education 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 area of concern in the service relating to maintaining:

- complete records of all safety checks undertaken for staff and the results
- records for regular excursions that includes evidence of parental approval of the adult: child ratio.

Licensing Criteria for Early Childhood Education and Care Centre 2008; GMA7A, HS17.

9 Where to next for improvement?

Queens Park Early Childhood Education will include the following actions in its quality improvement planning:

- Strengthen learning documentation to better show the effectiveness of teaching strategies and outcomes for individual children.
- Leaders and teachers to build a shared understanding of the purpose and use of review and evaluation. Then scrutinise aspects of the service's operation to know about the quality and effectiveness of teaching and learning.
- Develop systems for oversight and monitoring of daily operations, compliance and the long-term direction of 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

Lisa Oldridge
Director of Early Childhood Education (Acting)

14 March 2025

10 Information About the Service

Service Type	Education and care service
Number licenced for	35 children, including up to 10 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 16%; NZ European/Pākehā 46%, Samoan 6%, Tongan 6%, Chinese 11%, Malaysian 8%, Korean 8%, Vietnamese 6%, Dutch 6%, Indian 6%, Japanese 3%, Colombian 3%, Filipino 3%
Service roll	37
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	Akanuku Assurance Review, April 2022; Education Review, December 2019

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.