



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Tongan Tamaki Fe'ofa'aki Preschool

Profile Number: 10256

Location: Glen Innes, Auckland

1 ERO's judgement of Tongan Tamaki Fe'ofa'aki 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

Tongan Tamaki Fe'ofa'aki Preschool is a well-established service owned and operated under the umbrella of the Tongan Tamaki Lanafonua. The organisation provides health and wellbeing services to the local community governed by a board of community members. An unqualified centre manager and recently appointed primary qualified supervisor lead a team of two qualified teachers and one teacher aide. The service's philosophy is focused on support for Pacific children, fanau and community across all aspects of life through culturally responsive practices.

4 Progress since the previous ERO report

The 2023 Akanuku | Assurance review reported several areas of concern. While some of these were addressed, others remained as not meeting requirements. The service received support from the Ministry of Education to enable leaders and teachers to implement systems, processes and practices to help maintain regulatory requirements. The service's full license was reinstated in October 2023. Limited progress has been made as the service has not continued to maintain regulatory requirements.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service has yet to provide guidance and expectations for curriculum design and implementation for teachers in partnership with parents and fanau.

- Teachers implement an adult-led curriculum that is topical in nature with structured activities. They are beginning to increase their shared content knowledge of *Te Whāriki*, the early childhood curriculum to support children's interests and strengths.
- Leaders and teachers have established good relationships with parents and fanau to foster children's cultural identities. Teachers use a range of strategies to promote, support and maintain children's connection to their cultures.
- Documented assessment practices describe what children are doing rather than what they are learning. Leaders and teachers have yet to consistently consider teaching strategies that support children's learning or show progress over time.

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

Leaders and teachers have not yet established the conditions to build their professional knowledge and expertise to design and implement a responsive curriculum.

- Teachers have limited access to targeted professional learning and development to build their capability.
- Te reo Māori and tikanga Māori is evident through the curriculum and teachers are taking steps to increase their knowledge to support their practice in this area.
- Some level of personal responsibility for professional learning is noted through teacher inquiry. A process for professional growth does not incorporate teaching standards to support teachers' reflection about their teaching practice.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The organisation has yet to provide the conditions to develop leadership capability to support quality teaching and learning.

- Leaders provide teachers with an external mentor to support improved teacher practice.
- Relational trust is building and beginning to support collaboration.
- Leaders and teachers have the appropriate cultural expertise to support the culture, language and identity of Tongan children attending.

Stewardship through effective governance and management | Te Whakaruruhau

The organisation and service leaders are at an early stage of implementing its vision, values and strategic priorities.

- The governing board and service leaders have developed a vision with values and intentions to guide practices.
- A process of review is focused on improvement. A shared understanding of how to do and use internal evaluation is in the beginning stages.
- Leaders and teachers are governed by policies and procedures to guide practice. They have yet to develop a shared understanding of their responsibilities to maintain regulatory requirements.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Tongan Tamaki Fe'ofa'aki 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:

- adults providing education and care carrying out each type of emergency drill with children (as appropriate) on an, at least, three monthly basis
- ensuring hazards to the safety of children are eliminated, isolated or minimised
- maintaining a record of all medicine (prescription and non-prescription) given to children attending the service that includes evidence of parental acknowledgement they have been advised medication was administered to their child
- having a written child protection policy and procedure that includes provision for identifying, reporting and responding to suspected child abuse and neglect.

Licensing Criteria for Early Childhood Education & Care Services 2008, HS8, HS12, HS28, HS31.

9 Where to next for improvement?

Tongan Tamaki Fe'ofa'aki Preschool will include the following actions in its quality improvement planning:

- For leaders and teachers to develop a shared understanding of providing both adult-led and child-led activities for children.
- For leaders to develop and implement a process for teachers' professional growth which includes critical reflection and feedback to inform shifts in teaching practice.
- For governance, management and teachers to implement the licensing criteria and ensure regulatory requirements are met and maintained.

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)

18 March 2025

10 Information About the Service

Service Type	Education and care service
Number licenced for	20 children
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 5%, Tongan 90%, Chinese 5%
Service roll	16
Review team on site	October 2024
Date of this report	18 March 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, October 2023; Education Review, September 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.