



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Manaia Community Preschool

Profile Number: 40234

Location: Manaia - Hawera

## 1 ERO’s judgement of Manaia Community 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

Manaia Community Preschool is a rural early learning service. A parent-led committee is responsible for governance, with the day-to-day management overseen by a recently appointed senior teacher and administration manager. Since the last ERO evaluation new teachers have also joined the staff. Of those children enrolled, half identify as Māori. The service has a small number of diverse learners.

## 4 Progress since the previous ERO report

The 2021 ERO report identified two improvement actions related to learning focused relationships with parents and whānau to enrich children's learning and influence the services direction. Good progress has been made.

Parent and whānau contribution to goal setting, curriculum and centre events add value to curriculum planning, assessment and evaluation for individual children's learning. Their ongoing connection to the strategic direction of the service is evident in their participation in surveys, local curriculum engagement, involvement in the parent-led committee and iwi representation at governance level.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Children's learning is fostered through a learning environment that reflects their local curriculum well.

- The curriculum values and reflects place-based learning informed by iwi connections. Daily exploration of wider Manaia provides children with regular opportunities to connect to their place.
- Teachers know children and their families well and gather relevant information reflective of their cultures, languages and identities. Learning environments encourage creativity, sustainability and exploration.
- Some documented curriculum planning and assessment includes intentional teaching strategies in relation to the learning outcomes of *Te Whāriki*, the early childhood curriculum, and goals for children's learning.

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

Engagement in professional learning and development continues to build teachers' knowledge and cultural capabilities to design a responsive curriculum.

- Children's learning is enhanced through leaders and teachers working as a community of learners. Both internal and external learning opportunities are accessed to enhance team knowledge.
- Early interventions for children with additional learning needs are responsive and inclusive. Partnerships with external agencies and whānau remove barriers to acceptance and participation.
- Leaders and teachers engage in ongoing inquiry and evaluation, aligned to service priorities for improvement, and are yet to fully consider the impact of the shifts they have made in their practice on specific outcomes for children.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

The new leader works collaboratively with others to enact the organisations vision, philosophy, local curriculum and priorities for improvement.

- Networking, and the ongoing development and refinement of the use of frameworks to guide improvement, are building leadership of evaluation. The leaders' own understanding of evaluation for improvement is supported by relevant professional learning.
- The leader's ongoing mentoring and coaching of teachers builds their teaching capabilities well.
- Leaders' advocate for children with external agencies and governance to ensure equitable opportunities for all learners.

### **Stewardship through effective governance and management | Te Whakaruruhau**

Those responsible for governance and management use a range of information and supports to define strategic priorities and make decisions about operations.

- Opportunities are generated to include Māori voice and contribution to decision making.
- Since the previous ERO evaluation the service has revised and implemented a substantial number of policies with Ministry of Education support. These are currently being embedded.
- A current focus is on operational sustainability to ensure quality provision for the community remains, and to meet the service's strategic intent. Outcomes for children are promoted through the resourcing decisions made about teachers.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Manaia Community 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?

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

- Strengthen the consistency of planning of intentional teaching strategies aligned to the learning outcomes of *Te Whāriki*, and then evaluating how well these are progressing children's goals for learning.
- Further the team's shared understanding of evaluation to focus more on the impact of changes in teaching practice for individuals and groups of 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)

19 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	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 38%, NZ European/Pākehā 38%, Filipino 8%, Sri Lankan 8%, Samoan 4%, Chilean 4%, Nepalese 4%, Asian 19%
Service roll	26
Review team on site	November 2024
Date of this report	19 March 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, June 2021; Education Review, September 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)*.

	<b>Above the threshold for quality</b>
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.
	<b>Below the threshold for quality</b>
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.