



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Rangī Ruru Pre-School

Profile Number: 70438

Location: Christchurch

## 1 ERO’s judgement of Rangī Ruru Pre-School 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

Rangi Ruru Pre-School is a small community-based early childhood centre located on the grounds of Rangi Ruru Girls School. The centre manager and senior leaders share overall responsibility for the day-to-day operations and the curriculum leadership of the service. The philosophy values respectful relationships with children and their parents and whānau, fostering independence, critical thinking skills and caring for the natural environment.

## 4 Progress since the previous ERO report

Due to a sudden, unforeseen leadership change in 2022, the service priorities changed to focus on maintaining the existing good practices and supporting children whānau and staff wellbeing. Good progress has been made in responding to one of the three improvement actions identified in the ERO's 2021 Akarangi | Quality Evaluation report. A targeted approach has resulted in greater prominence of te ao Māori in all practices, processes and documentation. Refining assessment practices to better show children's languages, cultures and identities, and evaluating the effectiveness of teaching strategies remain areas of further development.

## 5 Learning Conditions

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

Leaders and teachers collaborate to develop and maintain responsive and respectful relationships and partnerships with children, parents, whānau and the local education community.

- Children have access to wide range of curriculum experiences, including extra-curricular experiences which foster their risk taking, curiosity and supports their developing communication and critical thinking skills. They have many opportunities to acquire numeracy, literacy and scientific knowledge learning.
- Transitions into the service are well managed and sensitive to children's individual needs. Teachers gently guide the youngest learners to be comfortable and confident within the daily routines and expectations.
- Assessment documentation shows that children's interests inform their individual planning and includes teaching strategies to guide their developing skills, knowledge and capabilities. Further work is required to show the effectiveness of teaching strategies that support children's learning and demonstrate how teachers meaningfully respond to children's diverse languages cultures and identities.

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

Leaders and teachers are continuing to build professional knowledge to design a curriculum that is responsive to children’s cultural identity, knowledge skills and capabilities.

- Teachers take personal responsibility for their professional development and learning. Leaders and teachers have accessed relevant professional learning opportunities aligned to the service’s strategic direction.
- An established cycle of review and evaluation results in some shifts to teaching practices. Improved data gathering and ongoing monitoring of changes would provide more depth to these processes.
- Leaders and teachers inquire into aspects of their practice through the professional growth cycle and through ongoing reviews and evaluations. and as a result make changes. They are yet to formally consider how well improvements in practice have impacted on outcomes for children.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

A cohesive leadership team with distributed roles and responsibilities guides aspects of teachers’ practice to support ongoing improvement.

- A shared understanding of the service’s philosophy, values and priorities for children’s learning have been developed and sustained. These are evident within the enacted curriculum.
- Leaders have informal and formal systems for communicating and regularly discussing individual children. These provide information about outcomes for children that is beginning to inform decision making.
- Currently there are informal ways of gathering and reporting on the effectiveness of the service operations. Strengthening the existing quality systems processes and practices to more formally gather relevant information on what is and not working well is needed.

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

The learning and wellbeing of children are the primary consideration in governance and management’s decision making.

- A positive working environment facilitates a low turnover of teachers and is conducive to building and sustaining of quality adult-child relationships.
- Relevant agencies are sourced to support the learning and initiatives for their children, particularly those with additional learning needs.
- Community engagement supports positive social outcomes for children and their families.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Rangī Ruru Pre-School 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 an area of concern in the service relating to:

- ensuring parents provide written authority for medication to be given.

*Licensing Criteria for Early Childhood Education and Care Centres 2008; HS28.*

## 9 Where to next for improvement?

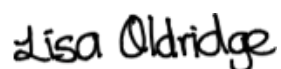
Rangī Ruru Pre-School will include the following actions in its quality improvement planning:

- Strengthen children's learning documentation to clearly show the effectiveness of teaching strategies and outcomes for individual and groups of children's learning and how children's languages cultures and identities are responded to.
- Evaluate how well professional learning opportunities contribute to shifts and growth in teaching practice and outcomes for 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  
Director of Early Childhood Education (Acting)

20 March 2025

## 10 Information About the Service

Service Type	Education and care service
Number licenced for	30 children aged over 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 17%; NZ European/Pākehā 87% Cambodian 7% British 3% India 3% Korean 3%
Service roll	31
Review team on site	November 2024
Date of this report	20 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 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)*.

	<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.