



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Leigh Community Pre-School Inc

Profile Number: 20336

Location: Leigh, Auckland

1 ERO's judgement of Leigh Community Pre-School Inc 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

Leigh Community Pre-School Inc is a not-for-profit education and care centre. Governance is provided by a committee consisting of teacher and parent representatives and community committee members. The newly appointed centre manager along with the teaching team work together to manage the day-to-day centre operations. Most of the kaiako are qualified and registered early childhood teachers.

Significant staff changes including a leadership position, have occurred at the service since the 2019 ERO report and the new team is still developing its capabilities.

The philosophy is guided by the principles of *Te Whāriki*, the early childhood curriculum, and promotes respectful, trusting relationships with a focus on the individual child. The philosophy supports a child-led learning programme. Teachers promote engagement with the centre's unique coastal environment.

4 Progress since the previous ERO report

The 2019 ERO report identified four improvement actions related to strengthening assessment of children's learning, professional learning and development to increase teacher knowledge of *Te Whāriki*, linking annual plan and philosophy to the strategic plan and implementing a robust appraisal system. Significant progress is evident in implementing a robust appraisal process that aligns with Teaching Council requirements. However, limited progress has been made in other areas with the new teaching team.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children benefit from a well-resourced play-based curriculum that supports their ongoing learning and development, reflective of the service's philosophy.

- Children, including infants and toddlers experience an inclusive wide-ranging curriculum. Respectful teaching practices support agency, independence, individual needs, social and emotional competencies.
- Kaiako work in collaboration with whānau and the local kura to support children's successful transitions into, within and from the service to school where tamariki Māori have benefitted from these partnerships. Children with additional learning needs are well supported through effective teaching strategies, learning-focused partnerships with whānau, external agencies and community groups.

- Individual documentation of children’s assessment records demonstrate variability of what children are learning with some being descriptive in nature. Kaiako are yet to consistently evidence the learning outcomes from *Te Whāriki*, to show progress and continuity of learning over time.

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

Organisational conditions enable kaiako to build their professional knowledge, expertise and cultural competence.

- Leaders and kaiako have access to intentional and targeted professional learning and development. As a result, kaiako are beginning to use new information to inform curriculum decisions and planning.
- Leaders and kaiako have opportunities to share professional knowledge and interests that fosters collaborative understanding to support the teaching team.
- Service leaders have introduced a new system and process to support Kaiako to document professional reflections of new knowledge gained and its impact. Regular monitoring and evaluation is needed to know the shifts in teacher practice and the difference this has made to children’s learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Newly appointed leadership is establishing conditions, developing and implementing processes and practices to promote ongoing improvement that align with the centre’s vision and plans.

- Leader and kaiako have reviewed and are establishing a shared understanding of the service’s philosophy and the teaching practices that support it.
- Leader and kaiako are growing their capability of using evaluation for improvement. Internal evaluation processes are yet to consider the extent to which shifts in teaching practices are achieving intended outcomes for children.
- The new teaching team continue to build relational trust to support collaborative change and improvements.

Stewardship through effective governance and management | Te Whakaruruhau

Governance and management systems and processes are well guided by the strategic plan, vision and values and focus on children’s learning and wellbeing.

- Governance provides well-resourced environments and quality adult-to-child ratios that support children’s developing capabilities. Additionally, professional learning and development helps to build kaiako professional knowledge and strategies to remove barriers for children’s participation.
- Committee members understand their roles and responsibilities and are actively engaged in the daily operations of the service. They provide ongoing support and guidance to the teaching team.
- Service leaders' reports provide guidance and informs decision making to resourcing children's learning and well-being and progress towards the strategic priorities.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Leigh Community Pre-School Inc 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?

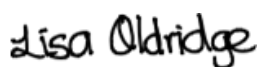
Leigh Community Pre-School Inc will include the following actions in its quality improvement planning:

- Strengthen kaiako' capability of assessment, planning and evaluation processes to effectively use the learning outcomes in *Te Whāriki* to plan for and assess children's developing capabilities and progress over time.
- Build the kaiako' understanding of how to do and use internal evaluation to make improvements and know the difference they are making to children and their learning.

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)

24 March 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	28 children, including up to 8 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 25%; NZ European/Pākehā 75%
Service roll	20
Review team on site	December 2024
Date of this report	24 March 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, October 2019; Education Review, December 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.