

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Tiddlywinks Preschool Ltd

Profile Number: 70164

Location: Tinwald, Ashburton

1 ERO's judgement of Tiddlywinks Preschool Ltd 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

Tiddlywinks Preschool Ltd is privately owned. Two of the owners are registered teachers and are responsible for overseeing governance. They support the head teacher in a curriculum leadership role. The service's philosophy values the natural world as an everyday part of the programme. Children are grouped into two areas according to their age and capabilities.

4 Progress since the previous ERO report

The service's previous review in 2021 identified two key next steps. These included for teachers to meaningfully enact te reo Māori me ngā tikanga Māori into learning contexts, and to strengthen intentional teaching to promote the languages, cultures and identities of all children. At the time of this evaluation, no progress has been made in response to these due to significant staff changes in the service.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children learn within a curriculum based on *Te Whāriki*, the early childhood curriculum, and identified priorities for learning.

- Children's early oral language and literacy are promoted through teachers' deliberate focus in these areas. Children's interests are the starting point for individual and collective learning.
- Teachers know children well and respect their preferences. Children's transitions into, within the service and to schools are well supported and considered.
- Assessment and planning documentation shows some evidence that parent voice is sought and responded to when planning for children. However, documentation does not yet show consistent use of the learning outcomes from *Te Whāriki* or evaluation of strategies used to promote learning.

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

The service is establishing the conditions to support leaders and teachers to build their professional knowledge and expertise.

- The team are at an early stage of using internal evaluation to effectively monitor and evaluate improvements. The internal evaluation lead requires additional support to build capability and understanding across the team.
- Leaders and teachers are yet to develop cultural competencies to design and implement a rich bicultural curriculum.
- Leaders and teachers are taking steps to inquire into their professional practice with each person choosing what knowledge they will develop through their professional growth cycle process. Chosen topics do not strongly align with the centre's long-term goals or plans.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service is at an early stage of developing an improvement-focused team culture.

- Curriculum planning is monitored, and feedback is provided informally. Leaders are establishing processes for monitoring the consistency of documentation of children's learning.
- The leadership team is yet to formally mentor and document capability building of teachers through robust monitoring processes. Further support, mentoring, and constructive feedback is required to build the consistency and quality of teaching practices.
- Leaders are taking steps to align resourcing with the vision, plans and philosophy.

Stewardship through effective governance and management | Te Whakaruruhau

Governance is yet to monitor how effective delegated leadership roles and responsibilities are in promoting improvement for teachers and learners.

- Leaders have delegated teacher roles to promote contribution and collaboration to support curriculum implementation. Recent staffing changes have impacted and delayed the service's plans for improvement.
- Reducing barriers to learning for some children is considered. Additional resourcing and external expertise have been sought to provide support for learners with additional needs.
- Organisational conditions such including high adult:child ratios, qualified teachers, and purpose-built premises support curriculum implementation.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Tiddlywinks Preschool Ltd 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?

Tiddlywinks Preschool Ltd will include the following actions in its quality improvement planning:

- Increase the collective capability of leaders and teachers to implement a curriculum that reflects te reo Māori and implements tikanga Māori, and responds to children's individual languages, cultures, and identities.
- Leaders to:
 - monitor and evaluate how well they are achieving their priorities that align to the strategic direction of the service
 - build professional capability through ongoing support and mentoring.

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)

1 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 14 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 5%, NZ European/Pākehā 87%, Filipino 3%, other ethnic groups 12%
Service roll	63
Review team on site	December 2024
Date of this report	1 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, April 2021; Education Review, January 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.