



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Fame Preschool

Profile Number: 10334

Location: Stanmore Bay, Auckland

1 ERO's judgement of Fame 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

Fame Preschool is a privately owned service, governed and managed by the service provider. A centre manager and two team leaders oversee curriculum delivery. Children play and learn in a mixed-age environment, with younger learners having specific areas designed to meet their needs.

The service's philosophy prioritises community, whanaungatanga (connections/relationships), and children's creativity through art experiences.

4 Progress since the previous ERO report

ERO's 2021 report identified two quality improvement areas relating to extending ways to maintain children's cultural connections and managing leaders' abilities to build distributed leadership.

Good progress has been made in both areas. Teachers are learning children's cultural languages, and strengthened relationships enable parents and whānau to share their cultures and cultural celebrations. The teaching team continues to engage in professional learning to develop their culturally responsive practice. Service leaders support teachers' emerging leadership and provide constructive feedback to build leadership capability.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers build respectful and responsive relationships with infants, toddlers, and young children and use diverse strategies to support their needs and promote oral language development.

- The learning environment encourages children's creativity and exploration. Curriculum planning is effectively informed by children's interests, learning progress, and parents' aspirations.
- Teachers regularly inquire into their teaching practice, but have yet to formally evaluate this to measure the impact on learning outcomes for individuals and groups of children.
- Responsive teaching strategies foster children's individual learning identities. Sustained relationships with parents and whānau enable teachers to make children's cultures, languages, and identities more visible.

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

Service leaders and teachers regularly collaborate to build a shared understanding of professional knowledge and expertise to implement a responsive curriculum for children.

- Leaders' and teachers' professional growth cycles support their ongoing improvement and align appropriately with the service's strategic goals.
- Leaders and teachers engage in professional learning that builds their capability and reflects their current professional goals. However, this learning has not been evaluated, and the impact on outcomes for children is not known.
- Leaders and teachers gather and analyse evidence of children's learning and outcomes to inform both their individual and collective teaching practices. They also regularly reflect on children's progress and learning outcomes as part of their professional development.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Service leaders work collaboratively with teachers to implement the service's philosophy, vision, and priorities to improve learning conditions.

- Leaders develop, implement, and evaluate systems, processes, and practices to promote ongoing improvement. They foster relational trust, which enables collaboration and sustained improvement for staff, parents, whānau and children.
- Service leaders regularly provide coaching and mentoring for teachers, offer constructive feedback to strengthen practice, including guidance on emerging leadership opportunities.
- Leaders provide access to professional learning and development that enhances teachers' capabilities and strengthens the overall capacity of the team.

Stewardship through effective governance and management | Te Whakaruruhau

Children's well-being and learning are primary considerations in decision-making.

- Service leaders advocate for children and work in partnership with parents and whānau to improve outcomes for all learners.
- Governance fosters collaboration with parents, whānau, and local community organisations, developing initiatives that support children's learning and development. The service's arts programme successfully fosters children's creativity and social outcomes.
- The service provider has embedded systems and processes that foster leadership and develop capability.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Fame 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.

Licensing Criteria for Early Childhood Education and Care Centres 2008

8 Where to next for improvement?

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

- Evaluate children's learning to demonstrate the effectiveness of teaching strategies over time, to determine what works for individual children and groups, and understanding why.
- Develop and implement a system to evaluate teachers' and leaders' professional learning and development in relation to its impact on learning 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

Lisa Oldridge
Director of Early Childhood Education (Acting)

9 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	70 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 13%, NZ European/Pākehā 50%, %, Indian 11%, Japanese 10%, Samoan 2%, Tongan 1 Other ethnic groups 25%
Service roll	53
Review team on site	February 2025
Date of this report	9 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi I Quality Evaluation, July 2021; Education Review, October 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)*.

	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.