



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Noah's Ark Early Learning Centre

Profile Number: 46132

Location: Whanganui

1 ERO's judgement of Noah's Ark Early Learning Centre 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

Noah's Ark Early Learning Centre is a privately-owned service adjacent to Whanganui Hospital. It provides education and care for children across two age-based areas. Since the 2022 ERO review a new senior leadership team has been established. A head teacher and second in charge, oversee curriculum in each area. They support the service provider with daily operations. The service provider and owner have oversight of management and administration.

4 Progress since the previous ERO report

Good progress has been made with both improvement actions from the 2022 ERO report.

Leaders and teachers have built collective understanding of curriculum pedagogy through ongoing inquiry and reflections.

Leaders and teachers have embedded internal evaluation practices. Internal evaluation enables teachers to articulate and show the positive impacts for individual and groups of children and growth in teacher practice.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children's learning is fostered through a responsive curriculum that reflects the service's priorities for learning.

- Infants and toddlers experience nurturing relationships where teachers are receptive to their care needs. Verbal and non-verbal cues are intentionally supported within a calm and unhurried environment.
- Older learners benefit from intentional teaching that promotes social competency, co-operative play, oral language and literacy. Children experience familiar, regular routines that include tikanga Māori.
- Assessment for learning documentation shows teachers consider parents' aspirations, follow children's interests and celebrate children's successes and challenges. Children's progress over time is well documented.

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

Clear systems and processes are in place that enable leaders and teachers to refine their practices to respond to children as individuals.

- Teachers are using evidence of children's progress and learning as the basis for their inquiries into the effectiveness of their teaching practice. It is now timely for teachers to increase visibility and evaluation of intentional teaching strategies, to understand their impact for learners in relation to the learning outcomes in *Te Whāriki*, the early childhood curriculum.
- Leaders and teachers individually and collectively take responsibility for their own professional learning and development. Regular reflections, readings and research are undertaken to increase teachers' curriculum knowledge.
- Consideration of all children's cultures, languages and learner identities within the curriculum has been identified by leaders as an area to improve, including increasing the use of Te Reo Māori.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders have embedded the conditions that are enabling leaders and teachers to do and use evaluation for improvement.

- Internal evaluation is collaborative with improvement actions clearly aligned to the service's priorities for learning. This drives teachers' and leaders' ongoing inquiry and reflection into the responsiveness and effectiveness of their teaching practices.
- Distributed leadership supports collaboration and relational trust and enables leaders to work to their strengths.
- Leader's mentor and coach their teaching teams through a range of improvement actions that grow their capability. Leaders provide teachers with feedback on their contribution to children's learning both formally and informally.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing are well considered in decision making, aligned to the service's philosophy.

- A positive working environment facilitates low turnover of teachers and contributes to the building and sustaining of quality adult-child relationships.
- Strategic planning is in place that is responsive to identified areas of improvement.
- Governance and management actively remove barriers for children to access the curriculum through initiatives that support participation.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Noah's Ark Early Learning Centre 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.

Where to next for improvement?

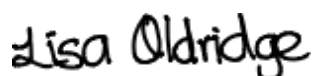
Noah's Ark Early Learning Centre will include the following actions in its quality improvement planning:

- Within assessment and planning increase the visibility and evaluation of intentional teaching strategies to show the impact for learners in relation to the learning outcomes in *Te Whāriki*.
- Develop all teachers' cultural competence to better provide a culturally responsive curriculum for all children, in particular Māori, Pacific and children of diverse ethnicities.

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)

15 April 2025

8 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 18 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 35%; NZ European/Pākehā 59%; Cook Island 2%, other ethnic groups 4%.
Service roll	59
Review team on site	March 2025
Date of this report	15 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, January 2022; Education Review, August 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.