

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Parnell Early Childhood Centre

Profile Number: 25079

Location: Parnell, Auckland

1 ERO's judgement of Parnell Early Childhood 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

Parnell Early Childhood Centre is one of two services governed by The Village Square Charitable Trust. A long-serving chief executive officer works closely with the manager of education and childcare services to implement operations and management. The manager leads the established teaching team, a centre supervisor supports curriculum design and implementation, leadership, professional learning and development. Children learn in four age-based rooms and share two playgrounds. The philosophy places value on whanaungatanga (family connections), kaitiakitanga (guardianship), tohungatanga (knowledge), rangatiratanga (honour), and manaakitanga (common goals).

4 Progress since the previous ERO report

The 2022 Akarangi | Quality evaluation report had two improvement actions relating to building teachers' knowledge of *Te Whāriki*, the early childhood curriculum, to improve curriculum and teaching practices, and documenting evaluative thinking within internal evaluations to know the impact of teaching practices on children's outcomes. Good progress has been made in both areas. Leaders have supported teachers to reflect upon their practice, develop new knowledge and apply this to their planning and delivery of the curriculum. Within internal evaluation practices, leaders have evidenced the beneficial impact of changes on some groups of children, particularly relating to growing young children's social and emotional competencies.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a nurturing and responsive curriculum that balances intentional teaching and child-initiated experiences, reflecting the breadth of *Te Whāriki*.

- Infants, toddlers and young children benefit from calm, unhurried teaching interactions that foster their different ages and stages, varied ways of learning and promote developing understandings of the world around them. Transitions in, through the centre and to school are well supported through partnerships with families, and curriculum practices that promote independence and a secure sense of belonging.
- Children have play based opportunities to learn about their own and other cultures, experiencing a range of celebrations valued by the learning community. Teachers have developed useful strategies to support children who are learning English as a second language.
- Assessment practices include regular evaluation and records children's progress over time in relation to valued outcomes. Planning for some children's learning is informed by parent aspirations and follows on from prior experiences, adding more complexity.

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

Leaders and teachers collaboratively work together to grow their professional knowledge and skills to underpin responsive curriculum design.

- Systems for professional growth are embedded, fostering research-based changes and improvement. Regular staff meetings support collaboration and sharing of knowledge.
- Leaders and teachers have regular access to relevant professional learning opportunities focused on building leadership capability and developing curriculum delivery for children.
- Formal and informal mentoring encourages leaders and teachers to reflect upon their new knowledge, with some engaging in critical reflection around theories of teaching and learning. Teachers' critical lens on the impact of new knowledge and teaching practices on individual and groups of children's learning outcomes, is yet to be well documented.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders foster collaboration to promote the enactment of the service's philosophy and values aligned to the overall strategic plan of The Village Square Trust.

- Good systems and processes guide leaders to provide the conditions that grow teacher capabilities.
- Relational trust at all levels supports openness to change and growth to support collective responsibility for children's learning and wellbeing.
- A systematic approach to internal evaluation is led by leaders and management to enable ongoing change and improvement. Some evaluation activities are in depth with an increasing evaluative lens on the impact and benefits for groups of children evidenced.

The Trust actively pursues the wellbeing and learning of children in the context of whānau relationships being primary considerations in decision making.

- Governance and leaders prioritise the allocation of resourcing to support teaching and learning within the curriculum.
- Good teacher/child ratios, small group sizes, provision of nutritious meals and a well-resourced environment promotes quality provision.
- A positive working environment supports the retention of long serving staff. This builds consistency and enhances the wellbeing and sense of belonging for children and their families.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Parnell Early Childhood 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.

8 Where to next for improvement?

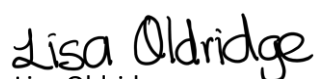
Parnell Early Childhood Centre will include the following actions in its quality improvement planning:

- Extend assessment practices of individualised pathways in curriculum planning to further young children's progress towards valued outcomes in *Te Whāriki*. Particularly in relation to working theories and higher thinking skills.
- Develop leaders' and teachers' critical reflections identifying the impact of new knowledge and teaching practices on children's learning outcomes to foster ongoing professional growth and curriculum development.

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)

23 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	74 children, including up to 24 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 7%; NZ European/Pākehā 42%; Fijian 2%; Chinese 21%; European 7%; British 5%; South African 5%; Other ethnic groups 11%
Service roll	43
Review team on site	February 2025
Date of this report	23 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, March 2022; Education Review, August 2018

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.