



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Albany Community Preschool

Profile Number: 20002

Location: Albany, Auckland

1 ERO's judgement of Albany Community 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

Albany Community Preschool is operated by a charitable society and governed by a parent committee. Since the last ERO evaluation the entire leadership and management team has changed. Committee membership changes frequently, as children leave for school. The centre manager, who joined the service in 2023, manages the service with support from a head teacher. More than half of the staff are long-serving.

The service philosophy promotes experiences based on children's emerging interests and strengths to become happy, resilient and confident learners.

4 Progress since the previous ERO report

The ERO 2021 report identified three quality improvement actions. These were related to using learning outcomes in *Te Whāriki*, the early childhood curriculum, in assessment and planning, strengthening internal evaluation and implementing effective processes to support new leadership roles. Limited progress has been made.

After the centre manager's own transition, there has been a focus on implementing processes to support those moving into leadership roles. There is yet to be a formalised induction process. Leaders also identified a need to strengthen compliance with regulatory standards as a foundation for quality education and care. They are taking steps to build systems and processes to maintain and monitor this.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service curriculum is beginning to reflect aspects of *Te Whāriki*.

- Teachers are beginning to build their collective knowledge of *Te Whāriki* and its intended learning outcomes. They are at the early stages of reflecting these learning outcomes in curriculum planning and assessment.
- Teachers are attentive to children's needs and requests through unhurried and sustained play. Positive relationships between teachers and children promotes a sense of belonging for children.
- Some children's home languages are used by some teachers and in children's learning records. Individual children's languages, cultures and identities are not consistently visible through assessment.

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

Leaders and teachers are taking steps to improve their professional knowledge of curriculum, assessment and evaluation for learning.

- Teachers and leaders have access to targeted professional learning. Collaborative discussions within the team make sense of this learning, however the difference this is making to teaching and learning is yet to be formally documented.
- A newly introduced professional growth cycle system continues to be implemented. Careful change management is supporting teachers to build their capability in research and evidence gathering to create shifts in teaching practice.
- A useful internal evaluation system promotes collaboration within the teaching team. The team is building their understanding of effective internal evaluation to support them to know what is and isn't working to improve children's outcomes.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are beginning to enact aspects of the service's vision and priorities for improvement.

- A range of compliance, improvement and curriculum systems are being developed and implemented to streamline processes.
- Leaders and teachers advocate and remove barriers for children with additional learning needs. They work well alongside external agencies to achieve this.
- The centre manager proactively engages with a local leadership group to grow her own knowledge and leadership skills.

Stewardship through effective governance and management | Te Whakaruruhau

A range of policies, plans and processes are being developed to better guide the current and future direction of the service.

- The governance committee is currently reviewing the service's strategic plan. This review is focused on the relevance of the plan to their operational and community context.
- Service leaders can articulate intended learning outcomes for children. These are yet to be clearly included within documented plans and priorities for improvement.
- Committee members and parents contribute to the review of policies and procedures. Those in governance continue to strengthen their understanding of regulatory requirements.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Albany Community 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.

8 Area of Concern

ERO found an area of concern in the service relating to:

- ensuring all children's workers that are not registered teachers have a current police vet that meets the requirements of the Children's Act 2014 as part of the safety checking process.

Licensing Criteria for Early Childhood Education and Care Centres 2008, GMA7A.

9 Where to next for improvement?

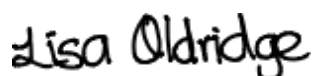
Albany Community Preschool will include the following actions in its quality improvement planning:

- Deepen teachers' knowledge of *Te Whāriki*, to support understanding of how children learn and enable them to better identify the learning that is occurring.
- Meaningfully link the learning outcomes of *Te Whāriki* through curriculum planning and assessment, to show children's learning over time.
- Refine and formalise the process and structure for the professional growth cycle to better identify shifts in teaching practice and what impact this is having on children's 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 April 2025

10 Information About the Service

Service Type	Education and care service
Number licenced for	40 children aged 2 and over
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 14%, NZ European/Pākehā 48%, Chinese 16%, other ethnic groups 22%
Service roll	47
Review team on site	December 2024
Date of this report	24 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, May 2021; 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.