



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Bishopdale Community Preschool

Profile Number: 70329

Location: Christchurch

1 ERO's judgement of Bishopdale 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
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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

Bishopdale Community Preschool is a not-for-profit service, governed and supported by a parent-led board. There have been significant changes to the governance and management structure since the 2021 ERO evaluation. A new centre manager is responsible for daily operations, supported by two team leaders.

Children play and learn in two age-based rooms. The service's vision forefronts exploration, creativity, and learning together.

4 Progress since the previous ERO report

The September 2021 ERO report identified two improvement actions; strengthening children's documented learning records to reflect their languages, cultures, and identities; and developing a clear, shared understanding of internal evaluation among governance, management and teachers. Good progress has been made. Leadership has strengthened the internal evaluation policy and guidelines and is using a systematic approach to evaluate aspects of the curriculum and service operations.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Leadership has embedded clear guidance and expectations for assessment, and curriculum design and implementation, in partnership with teachers, staff, parents and whānau.

- The service's curriculum is based on the learning dispositions and outcomes from *Te Whāriki*, the early childhood curriculum. Leaders and teachers respect and respond to the languages, cultures, and identities of children within their whānau context, while building their knowledge and confidence in te ao Māori.
- Teachers work closely with children, parents, and whānau to support children's emotional wellbeing, social competence, oral language, and mathematical concepts. Infants and toddlers experience responsive, calm relationships with attentive teachers who know them well.
- Effective assessment practices including parents' aspirations, inform individual planning, curriculum design and intentional teaching practices to progress children's learning and development over time. Consistency in implementing these processes across the teaching team is developing.

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

Leaders and teachers work collaboratively to develop their professional knowledge and capability to plan and implement a responsive and rich curriculum for children.

- Leaders provide opportunities for teachers to build deeper knowledge and understanding of *Te Whāriki* and what it means for intentional teaching, curriculum provision, and children's learning.
- Leaders and teachers engage in targeted professional learning and development that contributes to ongoing and sustained improvement. They reflect on and inquire into their professional practice to make well-considered decisions about changes to teaching practices.
- Internal evaluation is systematic, useful, and focused on centre-wide improvement that leads to beneficial outcomes for children. Leaders support teachers in posing focused evaluative questions and engaging in research-informed discussions that promote well-considered changes to teaching practices.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders promote a shared understanding of the service's philosophy, vision, strategic goals and priorities for children's learning to maintain a focus on continuous improvement.

- A distributed leadership approach is embedded. Leaders have high expectations of themselves and of teachers' intentional teaching practices, which are becoming increasingly well documented.
- Leaders mentor and coach teachers to develop their teaching practices and to identify emerging leadership capabilities.
- Leaders model and foster collective responsibility for the learning and wellbeing of children and their whānau. They increasingly build shared insights that promote collegial debate and collective responsibility for children's learning and development.

Stewardship through effective governance and management | Te Whakaruruhau

The board works cooperatively with management to promote the wellbeing of children, whānau, teachers, and staff.

- Those responsible for governance and management have clear roles and responsibilities. They place children and their whānau at the centre of decision-making, and develop policies and procedures that are current, fit for purpose, and regularly reviewed.
- The board is kept well-informed by management through systematic, comprehensive reporting. Board members are responsive to issues as they arise, familiar with legislative requirements, and in conjunction with the centre manager, have developed a useful long-term strategic plan to guide centre priorities and operations.
- Management facilitates collaboration between the service, relevant agencies and community organisations to help support the wider community and foster educational outcomes.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Bishopdale 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 Where to next for improvement?

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

- Build leaders' and teachers' knowledge, understanding, and confidence with te ao Māori to increase cultural capability in line with the service's strategic priorities and core values.
- Develop assessment, planning, and evaluation processes to increase the consistency of key elements across the teaching team and make the evaluation of learning dispositions, outcomes, and intentional teaching more visible in all learning documentation.

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)

24 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 10 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 27%; NZ European/Pākehā 77%; Samoan 5%; Niuean 2%; Cook Island Māori 2%; Fijian Indian 2%, other ethnic groups 19%
Service roll	62
Review team on site	February 2025
Date of this report	24 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, September 2021; Education Review, January 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.