



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Aro Valley Community Preschool

Profile Number: 60246

Location: Te Aro, Wellington

1 ERO's judgement of Aro Valley 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

Aro Valley Community Preschool is a not-for-profit early childhood service governed by a parent committee. An established senior teacher with management support, undertakes the day-to-day operations. A small team of three qualified teachers including the senior teacher, are responsible for teaching and learning at the ethnically diverse service. The philosophy is inclusive and values the child being supported to explore within a respectful, collaborative and caring learning community.

## 4 Progress since the previous ERO report

Good progress has been made in relation to the improvement actions in ERO's 2022 Akarangi | Quality Evaluation report. These were to develop:

- te Tiriti-based practice including creating a localised curriculum that is inclusive of tangata whenua
- the teams' approach to planning the programme which recognises and makes visible the learning outcomes from *Te Whāriki*; the early childhood curriculum
- teachers' capability and collective capacity to understand and use internal evaluation.

Teachers have undertaken professional learning and development to develop and implement a localised place-based curriculum. Collaborative programme planning now makes visible individual children's learning and progress in relation to the learning outcomes in *Te Whāriki* the early childhood curriculum. Teachers' capability and collective capacity to understand and use internal evaluation is evident through the service's improvement focused spirals of inquiry.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Teachers intentionally implement strategies to enable children to fully participate in the curriculum.

- Children are well supported to learn and extend their communication skills by teachers who are responsive to their strengths, interests and needs. They are confident, take responsibility for their own learning and play well with and alongside their peers.
- Parents are valued as partners in their child's learning. Teachers work closely with families to support their children's developing social and emotional skills.
- Te reo Māori and tikanga Māori are woven through routines and aspects of the programme. It is timely, to further partner with whānau to ensure each child's cultural identity is valued and seen within the daily programme and through their assessment documentation.

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

Leaders and teachers subject their teaching practice to ongoing inquiry to enrich the curriculum.

- The teaching team are well supported to access relevant professional learning and development expertise. This informs individual teacher and team inquiries and enriches the localised curriculum.
- Teachers' inquiries align to the services strategic direction, values and priorities for children's learning.
- Teachers are yet to identify the impact of professional learning on shifts in teaching practice and how this has improved outcomes for learners.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leaders and teachers collaboratively enact the service philosophy and priorities for learning.

- Relational trust enables teachers to take professional accountability and collective responsibility for their own learning, and the learning and wellbeing of all children.
- Ongoing collaborative inquiry informed by research and whānau input, has contributed to the development of the local curriculum. The impact of these changes on learner outcomes is yet to be known.
- Governance is well informed by leadership about operational matters helping to inform decision making aligned to the service's priorities.

### **Stewardship through effective governance and management | Te Whakaruruhau**

Governance is improvement focused and enables the community to influence the service's vision and goals for learning.

- Governance provides meaningful opportunities for whānau and families to contribute to the service's strategic direction. Useful data informs the current strategic plan and values that reflect the service's community.
- Those who make up governance, have relevant skills and are well supported by resources and the wider community to enact their roles and to ensure sustainability of the service.
- Better use of the licensing criteria is required when updating some policies, procedures to ensure these are current and fit for purpose. There is yet to be consistent monitoring of the implementation of some health and safety practices.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Aro Valley 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?

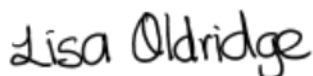
Aro Valley Community Preschool will include the following actions in its quality improvement planning:

- Reflect children's cultures, languages and identities through assessment documentation and the enacted curriculum.
- Continue to build internal evaluation capability to show the impact of teacher inquiries on outcomes for specific children or groups of learners.

### 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)

29 April 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	25 children, aged over 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 13%; NZ European/Pākehā 39%; Samoan 9%, Indonesian 9%; Indian 9%; other ethnicities 57%
Service roll	23
Review team on site	March 2025
Date of this report	29 April 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, February 2022; Education Review, March 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)*.

	<b>Above the threshold for quality</b>
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.
	<b>Below the threshold for quality</b>
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.