



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Sydenham Community Preschool

Profile Number: 70463

Location: Sydenham, Christchurch

1 ERO's judgement of Sydenham 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 the above domains.

3 About the Service

Sydenham Community Preschool is a not-for-profit, community-based service governed by a parent-elected board. A centre manager oversees daily operations and leads the long-established staff team. The service philosophy is underpinned by *Te Whāriki*, the early childhood curriculum, and the Māori conceptual values of whanaungatanga (relationships), manaakitanga (respect and care), and kaitiakitanga (sense of place and belonging).

4 Progress since the previous ERO report

The 2021 ERO Akarangi report identified two key improvement actions in relation to internal evaluation and assessment of children's learning. Good progress has been made in both.

Internal evaluation has strengthened and determines the impact of change on outcomes for learners. Effective leadership of internal evaluation is evident across the teaching team. A systematic and collaborative approach to evaluation is aligned to strategic objectives and promotes the provision of a rich bicultural curriculum.

Targeted internal evaluation of the learning outcomes within *Te Whāriki* has strengthened the consistency of quality assessment documentation. The language, culture, and identity of children is highly visible and reflects an approach that incorporates culturally sensitive learner-focused partnerships with children, parents, and whānau.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children have equitable opportunities to learn through a curriculum that is highly inclusive of all children.

- Leaders and teachers actively monitor, report, and evaluate learning priorities for children in relation to the learning outcomes of *Te Whāriki*.
- Established learning-focused partnerships with parents and whānau support individual planning for children's learning. Leaders and teachers successfully incorporate children's cultural values, home languages, and parent and whānau aspirations within the curriculum.
- Leaders, teachers, parents, and external agencies collaborate effectively to ensure all children have equitable access to high quality early childhood education and care.

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

Professional learning and development effectively support leaders and teachers to build their knowledge, expertise, and cultural competence to design and implement a rich curriculum.

- Teachers align their professional goals to the service's strategic objectives. Targeted funding for professional learning and development strengthens teachers' skills, knowledge, and understanding of children as learners.
- The teaching team purposefully uses internal evaluation to systematically analyse and assess information from across the service. Evaluation for improvement is strengthening all teachers' understanding of cultural and social equity and assessment for learning.
- A positive team culture encourages critical reflection and feedback, helping leaders and teachers understand how changes in their practice impact outcomes for learners.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Strong relational trust fosters collaboration, sustained improvement, and collective professional capability to promote excellent and equitable outcomes for all children.

- Experienced leaders model professional accountability and collective responsibility to sustain high-quality teaching. They provide clear and effective guidance for teachers, with expectations for a curriculum that is highly inclusive of all children.
- Leaders and teachers collaborate on evaluation priorities, focusing on what matters most to children to reduce barriers to learning.
- The strengths and experience of the well-established teaching team are valued and effectively utilised to enhance the team's capability and capacity. Teachers are mentored through professional learning cycles to grow their professional capability.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and well-being within a context of whānau relationships are the primary considerations in resourcing and decision-making.

- The parent-led board has incorporated the intent of *Te Tiriti o Waitangi* into its policies, plans, and practices.
- Regular updates from the centre manager keep the board well-informed on the implementation of the service's vision, values and curriculum, and on children's progress. It is unclear how this information is used to inform effective strategic planning.
- Board members have defined roles and responsibilities to meet legal obligations; however, the board is not yet evaluating its own effectiveness in developing and refining its strategic priorities and making resourcing decisions.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Sydenham 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 Areas of Concern

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

- Maintaining a record of earthquake drills carried out and evidence of how evaluation of the drills has informed the annual review of the service's emergency plan.

Licensing Criteria for Early Childhood Education and Care Centres 2008, HS8.

9 Where to next for improvement?

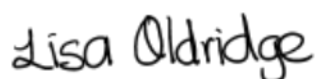
Sydenham Community Preschool will include the following actions in its quality improvement planning:

- Develop, implement, monitor, and evaluate the new strategic plan to determine what is working, what is not, and for whom.
- Improve board members' knowledge and understanding of evaluation for improvement.

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)

30 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 25%; NZ European/Pākehā 60%; Samoan 5%; other Ethnic Groups 10%
Service roll	58
Review team on site	December 2024
Date of this report	30 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, June 2021; Education Review September 2016.

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.