

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Bear Park – St Clair

Profile Number: 45707

Location: St Clair, Dunedin

1 ERO’s judgement of Bear Park – St Clair 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

Bear Park – St Clair is one of eleven services within the Bear Park Group. A centre owner is responsible for governance and works closely with a pedagogical team to provide professional support. A centre director oversees daily operations, supporting two head teachers and four teaching teams. Children play and learn in two age-based areas with separate indoor and outdoor spaces. The service was relicensed in 2023 following a change of service provider.

4 Progress since the previous ERO report

The 2019 ERO Education Review report identified two key next steps in relation to strengthening the bicultural curriculum and the use of internal evaluation. Good progress has been made in both areas, and the service continues to sustain the high-quality teaching practices identified in the previous report. Te reo Māori and te ao Māori are successfully woven throughout the curriculum. Internal evaluation successfully shows the impact of teaching strategies in supporting children's learning.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children learn and make significant progress within a rich Reggio Emilia-inspired curriculum that emphasises creativity, expression, wonder, and investigation as key priorities.

- Children experience responsive and respectful relationships with teachers and peers in a thoughtfully designed environment that fosters meaningful interactions between teachers and children. Teachers skilfully encourage and extend children's critical thinking, curiosity, and communication skills.
- Assessment information is used purposefully to design, plan, and evaluate curriculum implementation. Documentation effectively shows the learning progress of individual children and groups over time, in relation to current learning priorities.
- Teachers maintain strong, learning-focused partnerships with parents and offer a wide range of opportunities for them to contribute to both their child's learning and the curriculum. Continuing to explore ways to better respond to children's languages, cultures, and identities remains a strategic priority.

Collaborative professional learning and development builds knowledge | Whakangungu Ngaio

Leaders and teachers are effectively supported in building their professional knowledge, expertise, and competence to design and implement a rich, responsive curriculum for children's learning.

- Professional knowledge and capability are strengthened by teachers' effective use of research and inquiry into their own practice. This is supported by constructive feedback from the centre director and pedagogical team, resulting in positive changes to planning and teaching.
- Children's learning is enriched by teachers' ongoing professional learning, reflection, review, and evaluation. Teachers collaborate to develop planned and intentional curriculum experiences that support children's learning.
- Leadership oversees the quality of assessment, providing opportunities for feedback to improve teacher practice and consistency.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders have sustained the conditions for improvement through effective systems, processes and practices.

- A wide range of effective evaluation systems and tools help leaders understand what is working well and what needs improvement within the teaching programme and across the curriculum. The impact of changes on a broader range of children, beyond those already considered, is not yet known.
- High levels of relational trust support teachers and leaders in collaboratively enacting the service's vision and plans for improvement.
- Leaders effectively plan, monitor, and evaluate the impact of the curriculum to inform changes, future planning and decision-making.

Stewardship through effective governance and management | Te Whakaruruhau

Governance provides the framework for effective decision-making in the service.

- Governance and leadership work collaboratively to refine, monitor, and evaluate the service's priorities, informing change and supporting ongoing improvement.
- Effective governance includes a systematic induction process, clear guidance and expectations, tools for improvement, and methods for assessing the quality of the service's operations and curriculum. Information gathered through review and evaluation is used effectively to ensure that children's learning and well-being are central to decision making.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Bear Park – St Clair 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?

Bear Park – St Clair will include the following actions in its quality improvement planning:

- Maintain a strategic focus on culturally responsive teaching and learning in collaboration with the children and families who attend.
- Develop evaluation by analysing information through a deeper lens of equity, to better understand the impact of improvement actions on outcomes for all children.

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)

2 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	60 children, including up to 25 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 15%; NZ European/Pākehā 110%, Pacific 5%, Other ethnic groups 20%
Service roll	71
Review team on site	January 2025
Date of this report	2 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, May 2019; Education Review, April 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.