



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service: First Years Preschool

Profile Number: 55035

Location: Dannevirke

1 ERO's judgement of First Years 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

First Years Preschool is a not-for-profit community-based service. The service has two learning spaces for different age groups of tamariki. A centre manager oversees the daily running of the service and leads a newly established leadership team of two head teachers. Of the tamariki enrolled, over half are Māori. A small number of Pacific children attend.

4 Progress since the previous ERO report

Since ERO's 2023 Akanuku | Assurance Review, the Ministry of Education has worked with the service to ensure non-compliances identified by ERO were addressed.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Tamariki are supported by kaiako to participate in the curriculum provided.

- Kaiako support tamariki to develop their social skills and friendships, both individually and in groups. They are attuned to the rhythms and sensitivities of infants and toddlers, who are given time and space to explore and revisit activities.
- Learning environments reflect the interests of tamariki. There are some resources that provide opportunities for kaiako and tamariki to use te reo Māori and include aspects of tikanga Māori as part of a bicultural curriculum.
- Planning, assessment and evaluation information does not yet consistently show the learning of tamariki or their progress in relation to the valued learning outcomes of *Te Whāriki*, the early childhood curriculum.

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

Leaders and kaiako are developing their understanding of how to align teacher practices and assessment of learning with the valued learning outcomes in *Te Whāriki*.

- Leaders and kaiako participate in professional learning opportunities. Their new learning is beginning to contribute to individual and team-wide knowledge about how tamariki learn.
- Leaders support kaiako to participate in ongoing inquiry and evaluation processes. There are some examples of positive outcomes for tamariki recorded as part of this work.
- Teaching practices are responsive to the interests of tamariki and their holistic ways of learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are implementing systems and processes that are beginning to promote improvement.

- Relational trust between leaders and kaiako is contributing to collaboration and team building.
- Distributed leadership approaches utilise the individual strengths of kaiako and provide opportunities for them to increase their knowledge.
- Leaders are growing their understanding of how to undertake an internal evaluation process that supports improvement. Leaders do not yet work with kaiako to promote their understanding of how positive shifts in teaching practices impact upon and influence the learning outcomes of tamariki.

Stewardship through effective governance and management | Te Whakaruruhau

The service's improvement goals prioritise decision-making and resourcing to support the learning of tamariki.

- The provision of good adult: child ratios and well-considered learning environments support the engagement of tamariki in the curriculum provided.
- The service has identified strategies that contribute to reducing barriers to attendance, enabling tamariki to participate in the curriculum provided.
- Those responsible for governance are yet to update improvement goals or monitor, evaluate and record how well the service is progressing towards achieving their improvement priorities.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of First Years 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?

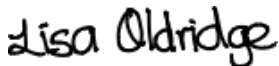
First Years Preschool will include the following actions in its quality improvement planning:

- Build the understanding of kaiako of how to use *Te Whāriki* as a basis for planning, assessing and evaluating the learning of tamariki and to promote shared teacher understandings about good teaching practices.
- Improve how leaders and kaiako use internal evaluation processes to monitor improvements made and to show the impacts these changes have had on individuals and groups of tamariki.
- For governance to develop and implement systems to monitor, evaluate and report on progress made towards achieving the service's improvement goals.

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)

23 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	56 children, including up to 18 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 43%, NZ European/Pākehā 45%, other European 6%
Service roll	70
Review team on site	February 2025
Date of this report	23 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, November 2023; Akanuku Assurance Review, February 2021

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.