



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Rainbow Bears Preschool

Profile Number: 20027

Location: Henderson, Auckland

1 ERO's judgement of Rainbow Bears 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

Rainbow Bears Preschool is one of three services under shared ownership. The owner oversees governance and management. A centre director leads the teaching team. Infants, toddlers and older children are catered for in separate learning spaces. The centre philosophy prioritises relationships and acknowledges parents as partners in supporting children's learning. More than half of the children enrolled are Māori or have Pacific heritage.

4 Progress since the previous ERO report

The 2020 ERO Education Review report identified three key next steps relating to: children's portfolios explicitly referencing their culture and identity; reviewing the service's philosophy to reflect new learning; and continuing to foster the leadership capabilities of kaiako in assessment and planning through internal evaluation. Good progress has been made in all areas. Leaders and kaiako create individual plans for children, which include aspects of their culture and parents' aspirations. Cultural events are celebrated, allowing parents to share their cultural knowledge and expertise. A process is in place to ensure review of the centre philosophy reflects the beliefs, values, and principles of kaiako, children, parents, whānau, and the local community. Internal evaluation has enabled improvements in the way kaiako plan and assess children's learning.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Learning-focused partnerships between leaders, kaiako, and whānau effectively support children's developing social skills, emotional wellbeing and cultural connectedness.

- Kaiako maintain strong, responsive, reciprocal, and respectful relationships with each child, their parents and whānau. Children's cultural heritages are valued and celebrated, contributing to a positive sense of belonging and wellbeing.
- Parents regularly contribute to the service curriculum and share their aspirations for their children's learning. Assessment of children's learning does not consistently show their progress over time in relation to the learning outcomes of *Te Whāriki*, the early childhood curriculum.
- Kaiako intentionally recognise and respond to opportunities to engage in and extend children's learning. However, they have yet to evaluate the effectiveness of these strategies on outcomes for different groups of children.

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

Conditions are in place to support and enable leaders and kaiako to build their professional knowledge, expertise, and cultural competence in designing and implementing a rich curriculum for all children.

- Regular opportunities for professional learning and development promote improvements in teaching and learning. Leaders and kaiako are beginning to consider the impact of these improvement actions on outcomes for children.
- A shared, delegated leadership approach builds the developing capabilities of kaiako and fosters a culture of collaboration.
- Regular mentoring and collegial discussions affirm the progress of teaching practice. Leaders are beginning to consider using more targeted, critical professional feedback to further enhance teaching.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

A clear and systematic internal evaluation framework guides practice, supporting kaiako' confidence and abilities in using evaluation for improvement.

- Collaborative internal evaluation results in positive changes in thinking and practice. Leaders and kaiako continue to build a shared understanding of how to monitor and evaluate the effectiveness of improvements on outcomes for different groups of children.
- The service philosophy is enacted across the curriculum and reflects the key values and beliefs of kaiako, children, parents, whānau and the local community. Leadership is beginning to consider ways to reduce barriers to learning for all.
- Leaders and kaiako have high relational trust, which fosters collaboration for improvement and enables a positive work culture.

Stewardship through effective governance and management | Te Whakaruruhau

Those responsible for governance deliberately prioritise children's learning and wellbeing in their resourcing and decision-making processes.

- A clear vision, mission, and values underpin a strategic plan that effectively identifies the service's priorities and goals, focused on the wellbeing and learning of children.
- Effective governance creates a positive working environment that reduces staff turnover and promotes consistency for children.
- Policies and procedures are current, coherent, and effectively guide practice. Robust systems and processes enable the service to meet legislative requirements.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Rainbow Bears 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?

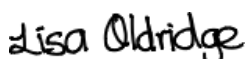
Rainbow Bears Preschool will include the following actions in its quality improvement planning:

- Improve the consistency of kaiako in using learning outcomes from *Te Whāriki* to show children's learning over time within assessment documentation.
- Improve processes to monitor and evaluate how improvement actions impact on outcomes for groups of 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
Director of Early Childhood Education (Acting)

21 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 12 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 20%; NZ European/Pākehā 16%; Samoan 13%; Fijian 13%, other Pacific groups 18%; Indian 13%; other ethnic groups 7%
Service roll	45
Review team on site	February 2025
Date of this report	21 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, February 2020; Education Review, May 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.