

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Playhouse Early Childhood Centre

Profile Number: 20527

Location: Green Bay, Auckland

1 ERO's judgement of Playhouse Early Childhood Centre 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

Playhouse Early Childhood Centre is a privately owned education and care centre. It is governed and managed by the centre manager and two head teachers. Almost all children are of NZ European/Pākehā descent, and a few children attending are of Māori and Samoan heritage. Teachers at the service reflect the cultural diversity of the children and surrounding community. A common outdoor area and two aged-based spaces cater for children from infancy to school-age. The philosophy values responsive reciprocal relationships, partnership with parents and promotion of bicultural practices.

4 Progress since the previous ERO report

ERO's 2021 Akarangi | Quality Evaluation report identified three areas for improvement. Recruitment, selection and retention of good quality teaching staff, providing regular access to external professional opportunities for leaders to deepen their learning assessment practices, and build leadership capability, providing regular access to professional learning to ensure teachers have the knowledge and skills to implement a rich and culturally responsive curriculum.

Good progress has been made in retaining a qualified head teacher and selecting and appointing a third of new staff members since 2021. Limited progress has been made in accessing external professional learning opportunities for leaders to deepen their learning assessment practices and build leadership capability. Limited progress has also been made in providing professional learning to teachers to ensure they implement a rich and culturally responsive curriculum. These areas have been identified in this report for improvement.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a positive and responsive learning environment through strong practical teaching strategies and collaborative leadership practices, underpinned by well-established relationships with parents and whānau.

- Children demonstrate a sense of belonging and experience an environment that fosters social and emotional competence, along with oral language development. They engage in tuakana–teina interactions as they explore and play in a mixed-aged outdoor setting.
- Children participate in different cultural celebrations and language weeks. Teachers' identification and response to individual children's language, culture and identity, is not explicit within documentation.
- Assessment documentation identifies children's interests, skills and developmental progress. It does not explicitly evidence how the learning outcomes from *Te Whāriki*, the early childhood curriculum is used to record children's learning progress.

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

The service is establishing the conditions to support leaders and teachers to build their professional knowledge and cultural competence to design and implement a rich curriculum for children.

- A recently established Professional Growth system provides leaders and teachers with opportunities to identify relevant goals and record their learning and progress with these goals. Evidence is yet to show them documenting shifts in practice in accordance with the *Standards for the Teaching Profession*, and the impact of these changes in relation to outcomes for children.
- Leaders and teachers collaboratively design a curriculum informed by children's interests and which aligns with the principles, strands and goals in *Te Whāriki*.
- Leaders and teachers are taking steps to develop and improve their knowledge in the use of te reo Māori within the curriculum.

6 Organisational condition

Leadership fosters collaboration and improvement | Kaihautū

Leaders have built relational trust and are developing a shared understanding of using evaluation for improvement.

- Internal evaluation processes are collaborative and focus on what is happening for children, rather than how effectively practices are supporting children's learning. Shared understanding about evaluating the effectiveness of systems and processes in relation to outcomes for learners is not yet evident.
- Leaders provide teachers with opportunities to share and implement new knowledge gained from professional learning, to improve outcomes for children.
- Leaders collaborate with parents and external agencies to support children's learning and wellbeing. Children with additional learning needs are integrated within the daily curriculum.

Leadership decision-making, including the recruitment and retention of qualified staff, is guided by the service's annual plan and philosophy to support children's learning and wellbeing.

- An annual plan and philosophy are in place, leaders record the progress of annual goals. Aspects of the philosophy such as the formation of reciprocal, responsive relationships are evident in the enacted curriculum.
- Informal systems for consulting with parents are in place. Parents participate in centre events, celebrations and have conversations with teachers. Parent aspirations for their children's learning are not yet explicit within documentation.
- A useful framework of policy review has been established and is used to monitor and guide the implementation of policies and practices.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Playhouse Early Childhood Centre 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?

Playhouse Early Childhood Centre will include the following actions in its quality improvement planning:

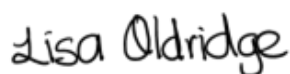
Leaders and teachers to seek professional development to support them with:

- Identifying and recognising children's learning and development through their assessment practices, in relation to the learning outcomes from *Te Whāriki*.
- Building the knowledge and skills to design and implement a rich and culturally responsive curriculum that incorporates parental aspirations and teacher responses.
- Leaders and teachers to grow their evaluative capability to understand about monitoring and reporting on the impact of their systems and processes in relation to outcomes for 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 (Director)

7 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	49 children, including up to 14 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 16%; NZ European/Pākehā 100%, Samoan 6%.
Service roll	51
Review team on site	December 2024
Date of this report	7 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, September 2021; Education Review, March 2018

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.