

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Jumpstart Preschool

Profile Number: 50114

Location: Whalers Gate, New Plymouth

1 ERO's judgement of Jumpstart 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

Jumpstart Preschool is one of four privately-owned services operating under the ELFA Learning Ltd organisation in New Plymouth. Children attending are aged over two years and many transition from Jumpstart Nursery. A newly appointed principal manages and leads the daily operations of the service. The service philosophy promotes respectful, trusting and responsive relationships and incorporates te ao Māori values and beliefs.

4 Progress since the previous ERO report

The November 2021 ERO report included two improvement actions to better respond to children's languages, cultures and identities and to monitor the implementation of improvement actions and evaluate their impact for all children and their whānau.

Good progress has been made in relation to the first improvement action. A service-wide local curriculum evaluation, with input from Jumpstart's community of learners, has informed centre priorities. Jumpstart Preschool has implemented its own local curriculum using a recent internal evaluation which prioritises children's pepeha in celebrating all children's, parents' and families' cultures, languages and identities.

A new principal and staffing changes across the service have been contributors to the limited progress made in relation to evaluating impacts for children and whānau as a result of improvements made.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience an inclusive curriculum that reflects the breadth and depth of *Te Whāriki*, the early childhood curriculum.

- Children experience a wide range of learning experiences, including opportunities for early literacy, mathematics and science learning. Teachers actively foster children's oral language development.
- Intentional teaching strategies, such as role modelling, purposeful questions, encouragement and praise support children's thinking and learning.
- Assessment highlights children's ongoing interests at home and how teachers use this information to enhance their learning and support their sense of belonging and wellbeing.

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

Leaders and teachers work collaboratively as a professional learning community to plan and implement a responsive curriculum.

- Professional learning and development opportunities build leaders' and teachers' capability.
- Teacher inquiry contributes to positive learner outcomes through increased knowledge and understanding of curriculum and teacher practice.
- Teachers engage in ongoing inquiry into their practice, taking responsibility for progressing their professional learning and growth.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders collaborate to progress and implement Jumpstart's vision, goals and priorities.

- Leaders model relational trust. Access to professional learning opportunities is building their collective leadership capabilities.
- Sound leadership contributes to planning, coordination and evaluation of curriculum, teaching and learning that focuses on ensuring equitable outcomes for children.
- The organisation considers how to identify and foster continuity and succession planning of future leaders.

Stewardship through effective governance and management | Te Whakaruruhau

The organisation's strategic priorities and resourcing decisions are guided and refined by its learning communities.

- Positive outcomes for children are promoted through parent and whānau aspirations which are reflected in the organisation's plans.
- Partnerships with parents and external agencies enhance children's educational and social outcomes.
- Evaluation is used at all levels of the organisation to make changes and improvements. The difference these improvements have made to outcomes for children is not yet consistently monitored or known.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Jumpstart 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?

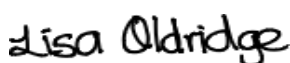
Jumpstart Preschool will include the following actions in its quality improvement planning:

- Identify and foster continuity of future leaders through succession planning.
- Consistently implement systems to monitor and evaluate the impact of changes and practices on 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 (Acting)

13 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children aged over 2 years
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 25%, NZ European/Pākehā 53%, British 4%, other ethnic groups 18%
Service roll	47
Review team on site	December 2024
Date of this report	13 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, November 2021; Education Review, September 2017

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.