



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Jumpstart Preschool Rimu

Profile Number: 50129

Location: Strandon, New Plymouth

1 ERO's judgement of Jumpstart Preschool Rimu 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

Jumpstart Preschool Rimu is one of four privately-owned services operating under the ELFA Learning Ltd organisation in New Plymouth. The service operates in two distinct areas - children aged up to two years attend the nursery and children aged three to four years attend the preschool. Both areas are staffed separately. A newly appointed principal manages and leads the daily operations of the service. The service philosophy embraces and takes pride in reflecting manaakitanga, ako and whanaungatanga where everyone feels they have a place and belong.

## 4 Progress since the previous ERO report

The November 2021 ERO report included two improvement actions relating to working more closely with whānau to review the philosophy to reflect what matters most for children's learning, and to monitor the implementation of improvement actions and evaluate the impact for all children and whānau.

There has been good progress in providing opportunities for whānau to engage in learning-focused interactions with teachers. As a result, parent voice has contributed to the review of the philosophy which has been further strengthened through collaborative team discussions.

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's learning and development are well supported through intentional teaching and learning practices that are consistent with *Te Whāriki*, the early childhood curriculum.

- The service's curriculum is well enacted across all learning spaces. This enables smooth transitions between the age-based rooms and supports children's sense of belonging.
- Children benefit from responsive interactions with teachers and other children which supports their developing oral language and social competency skills. Infants and toddlers benefit from caring and nurturing interactions which maintain a calm environment.
- Te ao Māori and tikanga Māori are meaningfully reflected throughout the environment. Teachers are yet to consistently weave children's cultures, languages and identities through assessment, planning and evaluation processes.

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

Leaders and teachers work collaboratively to build teachers' professional knowledge and expertise while building a culture of shared responsibility and leadership.

- Children's wellbeing is prioritised. Teachers have access to relevant professional learning opportunities that include multiple contexts in which to learn, apply new knowledge and share ideas.
- Teachers respond meaningfully to children's interests and inquiries to support and extend development of their understandings, working theories and dispositions.
- Teachers work in partnership with parents and whānau to progress children's learning and development in play-based contexts.

## **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 Rimu completed and *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?

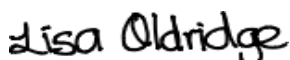
Jumpstart Preschool Rimu will include the following actions in its quality improvement planning:

- 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.](#)



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Director of Early Childhood Education (Acting)

13 May 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	65 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 28%, NZ European/Pakeha 86 %, other ethnic groups 6%
Service roll	70
Review team on site	October 2024
Date of this report	13 May 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, November 2021; Education Review, October 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)*.

	<b>Above the threshold for quality</b>
Excelling	The service is excelling in the learning and organisation 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.
	<b>Below the threshold for quality</b>
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.