



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Jumpstart Nursery

Profile Number: 47460

Location: Westown, New Plymouth

1 ERO's judgement of Jumpstart Nursery 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 Nursery is one of four privately-owned services operating under the ELFA Learning Ltd organisation in New Plymouth. Children attending are aged up to three years. Children then generally transition to Jumpstart Preschool which is located nearby. 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 2022 ERO report stated two improvement actions. The first action was to ensure centre priorities and local curriculum were representative of the service children, families, teachers and special age group setting. Good progress has been made. Service wide local curriculum evaluation includes input from Jumpstart's community of learners and has informed centre priorities.

The second action prioritised building knowledge and intentional use of the learning outcomes in *Te Whāriki*, the early childhood curriculum to inform planning for individual children's learning and development. Good progress is evident. Leaders and teachers implement teaching strategies that promote the valued *Te Whāriki* learning outcomes for children. Leaders identify that strengthening the consistency of documented assessment is an area that continues to progress.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Infants' and toddlers' learning is enhanced by well-established partnerships with parents and whanau, whose contributions inform their children's learning journeys.

- Transitions into the service are individualised to the child and family. Teachers work closely with parents, gathering their aspirations and making links to their child's interests and routines at home.
- Children experience a curriculum responsive to their rhythms, preferences and needs, sharing in play opportunities that are unhurried. Predictable rituals, routines and teaching practices contribute to children's sense of belonging and wellbeing.
- Assessment documentation makes visible children's learning, recognising their efforts, challenges and successes. However, documentation is yet to make consistently clear the strategies teachers plan to use to support learning.

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 that enriches children's learning.

- Opportunities for teachers and leaders to deepen their understanding of curriculum, pedagogy and assessment include professional learning, mentoring and guidance, and team meeting reflections.
- Care is prioritised and demonstrated by teachers as an integral part of infants' and toddlers' curriculum.
- 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 positively 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 Nursery 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 Nursery will include the following actions in its quality improvement planning:

- Consistently include deliberate teaching strategies in documented assessment practices and show how these have supported children's learning.
- 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

Lisa Oldridge
Director of Early Childhood Education (Acting)

13 May 2025

9 Information About the Service

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| Service Type | Education and care service |
| Number licenced for | 36 children, including up to 20 aged under 2 |
| Percentage of qualified teachers | 50-79% |
| Ethnic composition <i>Using rounded percentages</i> | Māori 4%, NZ European/Pākehā 90%, Indian 4%, British 4% |
| Service roll | 23 |
| 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 | Akanuku Assurance Review, December 2022; Akanuku Assurance Review, November 2020 |

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. |