

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Peacocks Early Learning - Stonefields

**Profile Number:** 47578

**Location:** Stonefields, Auckland

1 ERO's judgement of Peacocks Early Learning - Stonefields 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

Peacocks Early Learning Centre Stonefields is one of four services that share organisational leadership and operational oversight. A registered general manager/mentor supports the centre manager with the daily operations of this service. The service provides for children in four age-specific rooms. The philosophy is inspired by the Reggio Emilia approach, which views children as capable learners, teachers as guides in the learning process, and the environment as an additional teacher. A small number of children attending are of Māori heritage.

## 4 Progress since the previous ERO report

The 2021 ERO Akanuku | Assurance report was the first ERO report of this service. The service met licensing requirements. A key next step identified was to strengthen bicultural practices and apply knowledge of te ao Māori to the service's curriculum and teaching practices. Minimal documented evidence was available to show actions have been taken in response to this improvement action.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

The service is using the learning outcomes of *Te Whāriki*, the early childhood curriculum in limited ways.

- Teachers are intentional in setting up the environment to support children's play thereby nurturing their imagination, curiosity, and developing theories. Numerous opportunities for children to revisit their learning are evident within these learning spaces.
- Leaders and teachers continue to establish learning-focused partnerships with parents. They gather parent aspirations, which is beginning to inform planning decisions.
- Assessment practices capture aspects of children's interests and describe what they are doing in their learning. Teachers have yet to engage in evaluation that considers children's learning progress over time, in relation to the learning outcomes of *Te Whāriki*.

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

Leaders and teachers are beginning to inquire into aspects of their practice.

- Teachers are taking responsibility for their own professional learning by being proactive and reflective. They are actively engaging with new learning but have yet to fully explore how these insights impact their teaching or influence outcomes for learners.
- Leaders and teachers integrate aspects of te reo Māori and tikanga Māori into the daily curriculum. Improving their knowledge and confidence to include te reo Māori and tikanga Māori more consistently and meaningfully into teaching practices remains an area to develop.
- Leaders and teachers actively engage in an appraisal process. However, they have yet to use inquiry-focused questions to critically examine changes in their practice or the impact on children's learning.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leaders are yet to fully develop coherent systems, processes and practices to implement and maintain quality teaching practices.

- Leaders and managers have a shared understanding of the philosophy and vision. They align resources and create the learning conditions that are responsive to the diverse learning needs of children.
- Leaders are establishing processes to do and use evaluation for improvement. They are yet to measure the effectiveness of changes made in relation to outcomes for children.
- Leaders offer opportunities for professional learning and development. They are yet to ensure these opportunities are specifically aligned with the service's priorities.

### **Stewardship through effective governance and management | Te Whakaruruhau**

The organisation is yet to establish a systematic process for reporting progress against its' strategic priorities.

- The service's strategic plan provides a clear vision and direction that reflects a commitment to quality education and positive outcomes for learners. However, there is limited evidence of how ongoing progress is being monitored or evaluated.
- There are limited opportunities for the management team to further build their leadership capabilities.
- They are yet to engage in coaching and mentoring specifically designed to support their roles.
- The organisation has a leadership structure that supports all services. However, roles and responsibilities need to be refined to ensure effective oversight and reporting across the organisation.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Peacocks Early Learning - Stonefields 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?

Peacocks Early Learning - Stonefields will include the following actions in its quality improvement planning:

- Evaluate the effectiveness of teaching strategies and measure children's learning progress in relation to the outcomes of *Te Whāriki*.
- For leaders and teachers to improve their knowledge and confidence by including te reo Māori and tikanga Māori more meaningfully into daily teaching practices.
- For leaders to implement and refine existing systems, processes, roles and responsibilities to ensure they are coherent, fit-for-purpose and to better guide practices across the organisation.

### 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)

14 May 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	100 children, including up to 25 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 6%, NZ European/Pākehā 54%, Chinese 19%, Indian 8%, Fijian Indian 5%, South African 5%, Tongan 1%, other ethnic groups 2%.
Service roll	81
Review team on site	December 2024
Date of this report	14 May 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, February 2021

### 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 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.
	<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.