

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Peacocks Early Learning Centre Epsom

Profile Number: 46930

Location: Epsom, Auckland

1 ERO's judgement of Peacocks Early Learning Centre Epsom 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 Epsom is one of four services that share organisational leadership and operational oversight. A qualified general manager/mentor supports the centre manager with the daily operations of this service. The service provides for children in three 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 or Pacific heritage.

## 4 Progress since the previous ERO report

ERO's 2022 report identified two areas for improvement relating to enhancing the visibility of children's cultures and languages and in the curriculum and strengthening teachers' capability to evaluate and record the impact of changed teaching practices on children's learning.

Since that time, the service has experienced significant disruption. This includes major staffing changes, the appointment of a new centre manager and a prolonged nine-month closure due to flooding. Although the service has now reopened, child attendance remains low. These challenges have limited the service's ability to make progress in the areas previously identified.

## 5 Learning Conditions

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

The service is beginning to reflect aspects of *Te Whāriki*, the early childhood curriculum but is yet to consistently consider the use of learning outcomes to show children's learning.

- Relationships between teachers and children are respectful and support responsive interactions, fostering a calm and unhurried play-based curriculum. Teachers intentionally set up the learning environments to promote literacy, numeracy and to further support children to lead their own learning.
- Leaders and teachers provide some opportunities for parents and whānau to contribute to the curriculum. However, they have yet to show how they are gathering parent aspirations to inform a curriculum that is responsive to each child's cultures, languages and identity as learners.
- Assessment information captures what children are doing and identifies some aspects of learning. Leaders and teachers are yet to show how individual learning progress is being documented in relation to learning outcomes of *Te Whāriki*.

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

The service has not yet established the conditions that enable leaders and teachers to build their professional knowledge, expertise and cultural competence in ways that support the design and implementation of the curriculum.

- Aspects of the service's philosophy are enacted by leaders and teachers, who recognise and understand that care practices are crucial in their approach with children, particularly for infants and toddlers. They have yet to unpack the philosophy to support a shared understanding of teaching expectations and how these guide practices.
- A professional growth cycle has been established but is yet to be fully implemented to support ongoing inquiry into improved teaching and leadership practices. Opportunities for targeted professional learning remain limited, and the impact of teachers' learning on outcomes for children is not yet evaluated.
- Leaders and teachers are committed to recognising and valuing the dual cultural heritage of Aotearoa New Zealand. They are taking steps to build confidence in using basic te reo Māori and tikanga Māori with children.

## **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 Centre Epsom 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 Centre Epsom will include the following actions in its quality improvement planning:

- For teachers to build a shared understanding of how to plan, assess, evaluate and document children's learning in relation to the learning outcomes of *Te Whāriki*.
- For teachers to participate in targeted professional learning and development to strengthen collective teaching capabilities.
- 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	60 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 15%, NZ European/Pākehā 25%, Southeast Asian 17%, Chinese 13%, Indian 10%, Cook Island 4%, other Asian groups 8%, other ethnic groups 8%
Service roll	26
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>	Education Review, May 2022; Education Review, June 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)*.

	<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.