

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Peacocks Early Learning Centre

**Profile Number:** 45822

**Location:** Western Springs, Auckland

1 ERO's judgement of Peacocks Early Learning Centre 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 is one of four services that share organisational leadership and operational oversight. A qualified general manager/mentor oversees the daily operations of this service. The centre is purpose-built and 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 or Pacific heritage.

## 4 Progress since the previous ERO report

The 2021 ERO report identified areas for improvement relating to evaluating how well the curriculum support teachers to achieve children's learning priorities, working collaboratively to promote children's progress and learning over time, strengthening learning-focused partnerships with parents and developing a strategic plan that includes all aspects of centre operations and an annual plan to monitor progress in how well the service is meeting its strategic objectives.

Limited progress has been made in relation to these areas. Improving the use of an internal evaluation process to inform improvement remains a priority.

## 5 Learning Conditions

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

The service is familiar with and reports on, various aspects of *Te Whāriki*, the early childhood curriculum.

- The forest school curriculum provides older children with regular opportunities to engage with the natural world. Children's resilience is promoted by encouraging risk-taking, enhancing problem-solving skills, and fostering strong relationships among peers.
- Learning is made visible, with teachers intentionally offering a wide variety of experiences that encourage curiosity and exploration within learning environments. Parents are involved and regularly contribute to the curriculum.
- Teachers are taking steps to build a picture of children's learning progress over time. However, the learning outcomes of *Te Whāriki* the early childhood curriculum, are yet to be consistently considered.

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

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

- A process is in place to support and build teachers' professional practice. Leaders are taking steps to refine this process to ensure it is fit for purpose and suitably supports teacher growth.
- Leaders and teachers are committed to building their knowledge of cultural competency. However, they are yet to actively promote and strengthen the involvement of children and their parents/whānau to more effectively respond to each child's cultures, languages and identity as learners.
- Leaders and teachers take personal responsibility for their professional learning and participate in a range of developmental opportunities. They have yet to evaluate how changes to teaching practices resulting from this learning, positively impact on children's outcomes.

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

- Increase the contribution of children and their parents/whānau to respond to each child's culture, language and identity as a learner.
- Implement a process that regularly monitors and evaluates each child's learning progress in relation to the learning outcomes of *Te Whāriki*.
- 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	80 children, including up to 25 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 11%, NZ European/Pākehā 68%, Chinese 10%, Indian 7%, Pacific 3%, other ethnic groups 1%
Service roll	85
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, July 2021; Education Review, September 2016.

### 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.