

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Richmond Preschool

Profile Number: 65413

Location: Richmond, Nelson

1 ERO's judgement of Richmond Preschool 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

Richmond Preschool is a privately owned centre, managed by the owner. Children play and learn in three age-related areas. The service philosophy emphasises respect, exploration, creativity, and learning through play.

4 Progress since the previous ERO report

The 2022 ERO report identified three areas for improvement. These relate to working with parents and whānau to determine what matters most for the children in this service and reflect this through the curriculum; building teachers' confidence and capability in using te reo Māori meaningful in the daily curriculum; and developing evaluation capability and capacity to understand and effectively use internal evaluation for improvement.

While other improvement actions have been implemented, there has not been a systematic approach to planning or monitoring progress on the improvement actions outlined in the previous ERO report. As a result, progress has been limited.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children's learning and development are well supported through caring and supportive learner-focused relationships.

- Children engage in independent, small-group, or teacher-initiated learning experiences that follow their interests. Teachers attentively carry out care routines for infants and toddlers, fostering their wellbeing and a strong sense of belonging.
- A calm learning environment promotes children's social and emotional competence. Teachers use intentional teaching strategies to support children's verbal and nonverbal communication, literacy, and some use of te reo Māori.
- Teachers intentionally embed routines and customs into daily practice, making them clear and familiar to older children. They implement planned strategies to promote children's independence and sense of responsibility.

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

Leaders and teachers are beginning to inquire into aspects of their practice, focusing on what works, what needs to change, and why.

- Leaders and teachers engage in some professional learning and development opportunities that align with their professional growth cycles.
- The team has recently prioritised developing a deeper understanding of children's cultures, languages, and identities. Making these more visible in the curriculum and in assessment document is an area to improve.
- The centre manager, who governs the service, actively participates in a local leadership network that supports professional development and builds knowledge of regulatory requirements.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are in the early stages of establishing the conditions needed to develop effective guidance that supports quality teaching.

- Although leaders and teachers engage in reflective practice, they have yet to improve their knowledge and understanding of internal evaluation for improvement and engage in rigorous, ongoing evaluation to measure the impact of their teaching on children's learning outcomes.
- A strengths-based leadership model encourages and supports the emerging leadership of teachers.
- Leaders continue to build a culture of relational trust to support collaboration and shared good practice.

Stewardship through effective governance and management | Te Whakaruruhau

Governance and management allocate resources aligned with the service's philosophy, values, and priorities for learning.

- Children's learning and wellbeing are supported by higher-than-required teacher-to-child ratios and well-resourced environments.
- A strategic plan has been developed to guide improvement; however, it has not yet been monitored or evaluated to assess progress and the impact of actions taken.
- Governance has yet to consult with parents and whānau to review the current learning priorities.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Richmond Preschool 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 Areas of Concern

ERO found an area of concern in the service relating to:

- Records of all injuries, illnesses and incidents that occur at the service include actions taken and evidence that parents have been informed.

Licensing Criteria for Early Childhood Education and Care Centres 2008, HS27

9 Where to next for improvement?

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

- Improve the visibility of children's individual cultures, languages and identities in the curriculum and in assessment, planning and evaluation documentation.
- Improve evaluation capability and capacity to understand and effectively use internal evaluation for improvement.
- Review the service's priorities for learning in consultation with parents and whānau.

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)

15 May 2025

10 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, including up to 10 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 35%, NZ European/Pākehā 75%, Samoan 5%, Fijian 5%, Tongan 3%, German 5%, Scottish 5%
Service roll	35
Review team on site	March 2025
Date of this report	15 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, March 2022; Education Review, February 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)*.

	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.