

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Prebbleton Early Learners

**Profile Number:** 45616

**Location:** Christchurch

1 ERO's judgement of Prebbleton Early Learners 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

Prebbleton Early Learners, previously known as Prebbleton Kindergarten, is one of four privately-owned services. This centre is located adjacent to the local school and provides education and care for infants, toddlers, and children to school age.

The service's philosophy upholds the three key values of manaakitanga, kaitiakitanga, and kotahitanga and views play as a tool for learning and exploration. The philosophy views the enactment of Te Tiriti o Waitangi through partnerships with children, whānau, and the teaching team.

There have been staff changes since the 2021 ERO review. Two new team leaders are supported by a long-serving centre manager/owner who has responsibility for aspects of governance and management of this group of services.

## 4 Progress since the previous ERO report

Leaders and teachers have made good progress with addressing the improvement actions from the 2021 ERO review which related to deepening the bicultural curriculum and monitoring the enactment of the service's cultural values within guiding documents. They monitor and evaluate the enactment of strategic priorities which considers te ao Māori perspectives and values and integrating targeted resources to support children's assessment and planning. Leaders increasingly support teachers in their proficiency and knowledge of te ao Māori within their teaching practice.

## 5 Learning Conditions

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

Leaders and teachers use assessment information well to plan a responsive curriculum based on *Te Whāriki*, the early childhood curriculum, that promotes children's progress and learning over time.

- Children have many opportunities to lead their own learning through exploration of resources and the environment. Infants and toddlers have time, space, and easy access to resources, that helps them make choices and decisions.
- Teachers are intentional in their engagement with children to support them to develop the skills of negotiation, considering others, and problem-solving. Clear strategies are in place to support children with additional learning needs, and these strategies are sensitively integrated into aspects of the learning programme.

- Teachers have developed responsive relationships with whānau through a range of formal and informal opportunities. Conversations with parents and whānau do not yet have an explicit focus on children's progress in relation to the learning outcomes of *Te Whāriki*.

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

Leaders and teachers actively engage and inquire into areas of their professional practice in ways that contribute to ongoing improvement for children and their learning.

- Leaders and teachers have good access to professional learning and development that supports them to implement the service's values and priorities within the enacted curriculum.
- They are increasingly developing a deeper understanding of how to implement a place-based, culturally responsive curriculum that is informed by mana whenua.
- Individual teams facilitate, debate, and negotiate to build shared understanding of agreed ways of working. They continue to strengthen opportunities to collaborate across the organisation to share and encourage greater consistency of practices.

## **6 Organisational conditions**

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

Leaders are increasingly accountable and collectively responsible for the wellbeing and learning of children.

- Leaders use a range of systems to monitor the quality of teaching and learning. Critical feedback is provided to team members to support their professional growth.
- Collaboration with external agencies and schools supports prioritised educational outcomes for learners, including those with additional needs.
- There is an established process for self-review and internal evaluation, aspects of which require refining for greater effectiveness. Leaders and teachers are increasingly using evaluation to evidence positive outcomes for learners from changes made to teaching practices.

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

Governance and management implement targeted initiatives that contribute well towards equity of access and positive social outcomes for children and their whānau.

- Governance oversees and monitors systems and processes to enact the vision, goals, and priorities for the service.
- The service leaders collaborate and use a range of information to develop strategic priorities that focus on outcomes for learners and teacher practice. Mana whenua perspectives are used to inform the values, strategic direction, and aspects of the enacted curriculum.
- Governance has developed a cohesive leadership team that builds collective capability across the organisation to understand the needs and diversity of their learning communities.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Prebbleton Early Learners 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?

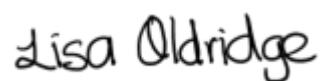
Prebbleton Early Learners will include the following actions in its quality improvement planning:

- When discussing children's learning with parents and whānau place an emphasis on their progress in relation to the *Te Whāriki* learning outcomes.
- Refine aspects of evaluation processes and practices. This includes using clear and measurable indicators of success and measuring the impacts and progress for children across centre-wide systems and processes.

### 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.](#)

A handwritten signature in black ink that reads "Lisa Oldridge". The script is cursive and fluid.

Lisa Oldridge  
Director of Early Childhood Education (Acting)

16 May 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	44 children, including up to 13 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 20%; NZ European/Pākehā 68%; Chinese 5%; other ethnic groups 7%
Service roll	59
Review team on site	February 2025
Date of this report	16 May 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, August 2021; Education Review, June 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.