

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Brynley Street Nursery and Preschool

Profile Number: 70119

Location: Christchurch

1 ERO's judgement of Brynley Street Nursery and 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

Brynley Street Nursery and Preschool is one of four privately-owned and operated early learning services under the organisation known as Prebbleton Childcare Ltd. The service provider accesses governance and management through this partnership for support in maintaining its systems and processes.

Leaders and teachers have remained unchanged since ERO's last review in 2023. The leadership have oversight and management of day-to-day operations. The centre provides education and care for infants, toddlers, and children to school-age.

4 Progress since the previous ERO report

An Akanuku review was undertaken in February 2023. Good progress has been made to meet and maintain reported areas of non-compliance.

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.

- Leaders and teachers are increasingly informed by a range of information gathered about children's developing capabilities. Assessment information is used well to identify and remove barriers to children's learning and progress in ways that are mana enhancing.
- Transitions effectively respond to children's continuity of learning and development into, within, and from the service. Planned individual and group experiences encourage inclusive practices to extend children's emerging skills within the context of their age, needs, interests, and dispositions.
- Teaching strategies are intentionally used within the curriculum to meet the needs of the diversity of the learning community. Leaders and teachers increasingly seek collaboration with parents and whānau, engage with external agencies, and their community to foster cultural connectedness and support social and emotional wellbeing.

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

Leaders and teachers demonstrate increasing ability to use expertise and professional knowledge to meaningfully address the needs and aspirations of children, their parents, and whānau.

- Leaders are highly attuned to the needs of their learner groups. Targeted professional development provides good opportunities for leaders and teachers to engage with new knowledge and initiatives that contribute to ongoing improvement.
- Inclusive practices and recognition of the languages, cultures, and identities of children and their parents are promoting positive outcomes for infants, toddlers, and young children.
- Leadership mentors, monitors, and provides critical feedback on expected standards of practice. Teachers are collaborative and work well together as a team to ensure there is consistency across the enacted curriculum.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership is increasingly accountable and shares joint responsibility for the care and education of infants, toddlers, and young children.

- A range of systems are used to effectively monitor the quality of teaching and learning. Self-review and evaluation that align with strategic priorities promote positive outcomes on children's learning however, clearer measurable indicators of success across their systems would be beneficial.
- Relational trust is well embedded. Leaders model and expect professional accountability and collective responsibility for the wellbeing and learning of all children in the service.
- Leadership ensures access to quality professional learning and development that responds to the recognised needs of their learners.

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 Brynley Street Nursery and 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 Where to next for improvement?

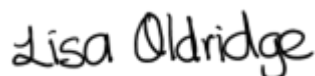
Brynley Street Nursery and Preschool will include the following actions in its quality improvement planning:

- 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.*](#)



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	35 children, including up to 10 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 28%; NZ European/Pākehā 45%; Pacific 4%; Other ethnic groups 25%.
Service roll	53
Review team on site	March 2025
Date of this report	16 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, February 2023; Education Review, October 2019

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.