

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Small Miracles Pre-School

Profile Number: 20536

Location: St Heliers, Auckland

1 ERO's judgement of Small Miracles Pre-School 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

Small Miracles Pre-School is a not-for-profit service located in the grounds of the St Heliers Presbyterian Church and Community Centre. Governance is provided by the Community Centre manager in conjunction with the church board. A centre manager leads the teaching team. The philosophy and guiding principles are founded on Christian values, aligned with *Te Whāriki*, the early childhood curriculum.

4 Progress since the previous ERO report

ERO's 2021 evaluation identified two quality improvement actions:

- improve assessment records to show how teachers respond to and support each child's sense of belonging, cultural identity and learning progress.
- develop internal evaluation processes to show the impact of improvements made on outcomes for children.

Good progress has been made in both areas. Documentation shows improvement actions have been planned for and actioned, including the provision of relevant professional learning and development for staff.

Each child now has an individual learning plan, developed in collaboration with parents. There is some evidence of children's cultures and languages reflected in assessment documentation.

Leaders are knowledgeable about internal evaluation for improvement and clearly articulate their approach. Teachers have refined their evaluation framework, which is now being used to inform and document improvements in teaching practice.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Learning-focused partnerships with parents are well embedded and help inform the service's priorities for children's learning and wellbeing.

- Parent and whānau aspirations - such as hopes, goals, and values for their children's learning and development - inform curriculum decisions and support personalised learning experiences. Assessment practices celebrate each child's learner identity; however, teachers are yet to consistently evaluate children's learning and progress over time, in relation to the learning outcomes of *Te Whāriki*.
- Transitions into, within, and from the service are responsive to the individual needs of children and their families, fostering continuity of learning from the service onto school. Collaborative relationships with parents and the church community are evident through respectful interactions, supporting a strong sense of belonging for children.
- Teachers' responsive, intentional teaching practices promote children's sustained play, provide challenge, and foster curiosity and imagination. They role-model rich language, respect children's preferences, and support their exploration within an environment that is purposefully designed to stimulate their learning.

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

Leaders and teachers collaboratively build their cultural competence to design and implement a localised curriculum based on *Te Whāriki*.

- Leaders and teachers are taking steps to improve their professional knowledge and capability to provide a culturally responsive curriculum, guided by internal evaluation for improvement processes and external mentoring and coaching.
- Teachers have access to ongoing, relevant professional learning, including to develop their knowledge and confidence in te ao Māori. They demonstrate confidence in the use of te reo Māori and incorporate tikanga Māori practices into the daily curriculum and routines.
- A professional growth cycle supports ongoing staff development. While this process encourages leaders and teachers to reflect on their learning and teaching practices, they have yet to evaluate the effectiveness of improved practices in relation to outcomes for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders promote relational trust within the teaching team, supporting collaboration and continuous improvement.

- A distributed leadership approach successfully promotes ongoing improvement. Skilful mentoring and coaching build the capability of new leaders and the teaching team at this service.
- Well-defined leadership roles and responsibilities enables leaders to set and implement clear expectations for curriculum delivery and service operations.
- Leaders use review and evaluation findings well to inform systems and practices, and to reduce barriers to achieving equitable outcomes for children.

The learning and wellbeing of all children are prioritised in the service's decision-making, guided by strategic goals with a focus on improved outcomes for all learners.

- The learning and wellbeing of children underpin the service's strategic intentions and goals, which are informed by the church board, teachers, and the aspirations of parents and whānau for tamariki.
- An efficient cycle of policy review monitors and guides the consistent implementation of policies and practices. A comprehensive induction framework supports new teachers, providing them with clear expectations for implementing a responsive curriculum that is well informed by *Te Whāriki*.
- Those responsible for governance seek external professional support to build their knowledge and capability of *Te Whāriki*, enabling them to enact the service's philosophy in alignment with Christian values and *Te Tiriti o Waitangi*.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Small Miracles Pre-School 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?

Small Miracles Pre-School will include the following actions in its quality improvement planning:

- Improve assessment practices to evaluate children's progress over time in relation to the learning outcomes of *Te Whāriki*.
- Refine the professional growth cycle to enable leaders and teachers to evaluate the effectiveness of their teaching practices and professional learning on outcomes for all learners, identifying what is working well, what is not, and for whom.

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)

10 June 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	33 children, over the age of 2 years
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 8%, NZ European/Pākehā 85%, Asian 6%, Fijian 2%, Samoan 2%, other European 10%, other ethnic groups 4%
Service roll	52
Review team on site	April 2025
Date of this report	10 June 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, October 2021; Education Review, December 2017.

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.