



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Fairleigh Kindergarten

Profile Number: 70357

Location: Fendalton, Christchurch

1 ERO's judgement of Fairleigh Kindergarten 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
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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

Fairleigh Kindergarten is owned and administered by an incorporated, not-for-profit society. A governing board is elected annually from society members who are parents or caregivers of the service. A manager and curriculum leader are responsible for daily operations and curriculum delivery. The service values are *whanaungatanga* (respect and collaborative relationships), *manawaroa* (resilience, independence, and persistence), *manaakitanga* (empathy and kindness), and *takohanga* (responsibility for self, others, and the environment).

4 Progress since the previous ERO report

The 2021 Akarangi | Quality Evaluation identified two improvement actions:

- embed quality assessment practice in collaboration with parents and Māori whānau to determine what matters most for tamariki learning and better reflect their identities, languages and cultures. This includes analysing and evaluating the learning of tamariki based on the learning outcomes in *Te Whāriki*, the early childhood curriculum
- embed internal evaluation for improvement. This includes strengthening the current process by broadening the scope of the data gathering for analysis, interpretation and decision making.

Good progress has been made in these areas. Clear guidelines are in place to plan, assess, and evaluate children's learning, with parent and whānau contributions supported. Learning outcomes from *Te Whāriki* are used in planning and assessment documentation and show children's learning over time. Leaders and teachers regularly consult with parents and whānau to learn more about children's identities, languages and cultures.

The service engages in ongoing evaluation for improvement. Data is gathered at the beginning and end of each evaluation and review cycle to show changes in practice and outcomes for children. Leaders and teachers work collaboratively to complete self-review and internal evaluation to support consistency of practice and to build team capability.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children are well supported to engage in play-based learning and experiences that reflect their interests.

- Children have opportunities to learn with and alongside one another through both self-initiated and group learning experiences. Teachers intentionally plan and use strategies to extend children's learning, both individually and within age-specific groups.
- A spacious, open-plan, mixed-age learning environment provides children with the time and space to engage in sustained interactions with teachers and peers. Teachers know the children well and are responsive to both their verbal and non-verbal cues.
- Leaders and teachers are becoming increasingly proficient in the use of te reo Māori during group times and other daily routines. However, the use of te reo Māori remains limited in their spontaneous, day-to-day interactions with children.

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

Leaders and teachers work collaboratively to enhance their knowledge, understanding, and practice in implementing a responsive curriculum for all children.

- Collaborative non-contact time enables leaders and teachers to share good practice and establish consistent practices for developing and implementing a curriculum that supports children's ongoing learning and development.
- A well-designed professional growth cycle enables teachers to continuously build their professional knowledge and inquire into areas of their practice. Teachers are well supported by a curriculum leader, who provides mentoring and regular feedback.
- Leaders and teachers have opportunities to engage in professional learning and development to enhance their teaching practice. Regular staff meetings provide a valuable forum where new learning is shared.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Collaborative leadership capably promotes children's learning and wellbeing.

- Leadership roles and responsibilities are clearly defined. Leaders provide mentorship and guidance to the teaching team and offer advice to the board regarding licensing and regulatory requirements.
- Ongoing monitoring of the curriculum promotes its continued alignment with the priorities of the local community and fosters consistency in teaching practices. Leaders are improvement focused and have undertaken internal evaluation to know what is and what is not working for them; they continue to support teachers to grow their own evaluation capability.
- A high level of relational trust across the service fosters collaboration and drives improvement. Leaders focus on enhancing outcomes and regularly undertake internal evaluation processes to identify what is and isn't effective for children.

Governance and management systems and processes are guided by the service philosophy, values, and learning priorities.

- The strategic direction of the service is developed by the board in consultation with the centre manager and curriculum leader. Leaders regularly report to the board on health and safety, staffing, and the progress of children in meeting the learning outcomes in *Te Whāriki*.
- Governance fosters a positive working environment and quality teaching by supporting child-to-adult ratios that exceed requirements, ensuring adequate non-contact time for staff, and promoting professional development to drive continuous improvement.
- Clear guidelines, along with ongoing professional learning and development, support the board in undertaking their governance roles and responsibilities.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Fairleigh Kindergarten 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?

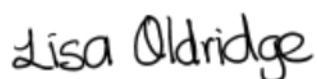
Fairleigh Kindergarten will include the following actions in its quality improvement planning:

- Improve opportunities for children to hear and use te reo Māori spontaneously in day-to-day interactions with adults.
- Continue to build evaluation capability across the teaching team.

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)

24 June 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	45 children aged 2 and over
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 23%, NZ European/Pākehā 72%, Samoan 4%
Service roll	59
Review team on site	April 2025
Date of this report	24 June 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, November 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)*.

	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.