



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: The Rabbit Patch - Saffron Street

Profile Number: 45445

Location: Burnside, Christchurch

1 ERO's judgement of The Rabbit Patch - Saffron Street 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

The Rabbit Patch - Saffron Street is one of two privately-owned services in the Burnside area of Christchurch. The service's philosophy is based on *Te Whāriki*, the early childhood curriculum, and the educational philosophy of Reggio Emilia. Both emphasise the development of the whole child. A long-standing leadership team oversees operation of the service and enactment of the curriculum.

## 4 Progress since the previous ERO report

In 2021 ERO identified three quality improvement actions. Good progress has been made by leaders and teachers in deepening their understanding of Te Tiriti o Waitangi; ensuring internal evaluations are guided by focused questions and evidence learner outcomes; and refining strategic plans to define annual priorities. Limited progress has been made by leaders and teachers in strengthening their understanding of the cultural narrative of the local area and weaving this throughout the curriculum. This remains an area for improvement.

## 5 Learning Conditions

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

Teachers and leaders effectively demonstrate their knowledge and understanding of children's developing capabilities, creativity, and learning complexity over time, in alignment with the learning outcomes in *Te Whāriki*.

- Children's discoveries and investigations are successfully supported through individual documentation that focuses on their interests, dispositions, and strengths. Teachers interpret, document, and use intentional teaching strategies to advance children's learning over time.
- Learning environments are a key aspect of the curriculum, supporting the development of the whole child. Children have time and space to explore, discover, investigate, and revisit their learning through a collaborative, co-constructed approach with teachers.
- Leaders and teachers collaborate successfully to sustain reciprocal and respectful learning-focused partnerships with parents and whānau. Teachers enhance children's learning by providing regular opportunities for whānau to share their aspirations and actively participate in the curriculum.

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

Children's learning is effectively supported through leaders' and teachers' participation in relevant professional learning and development.

- Teachers use research effectively to inform their teaching practice and consider its impact on learners. Individual self-reviews focus appropriately on teachers' professional goals.
- Teachers and leaders are collaborative and reflective, engaging in regular professional conversations about children's learning that contribute to ongoing improvement.
- Leaders and teachers continue to strengthen their use of te reo Māori and improve their knowledge and understanding of te ao Māori. However, a local bicultural curriculum that reflects the cultural narrative of the area has yet to be developed.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders continue to promote a high level of relational trust to foster collaboration and improvement.

- Leaders effectively foster teachers' expertise and interests to support the vision and values of the service. Collaborative leadership across both Rabbit Patch services is evident.
- Leaders monitor the enactment of the curriculum to ensure quality outcomes for children.
- Teachers have opportunities to build their leadership capability through targeted professional development, as well as formal and informal mentoring of beginning teachers.

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

The primary focus of decision-making is the learning and wellbeing of children within the context of relationships.

- Quality provision and resourcing is well-funded and responsive to the vision, values, and priorities of the organisation. Regular opportunities for whānau to share their cultural values and beliefs successfully inform strategic priorities.
- The facilities and premises are well-designed and successfully reflect the Reggio Emilia approach.
- Relationships with the wider Reggio Emilia learning community effectively support teachers' knowledge, understanding, and enactment of the Rabbit Patch philosophy.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of The Rabbit Patch - Saffron Street 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:

- carrying out relevant earthquake drills with children on an at least 3-monthly basis.

Licensing Criteria for Early Childhood Education and Care Centres 2008, HS8.

## 9 Where to next for improvement?

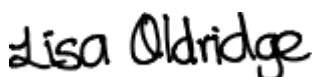
The Rabbit Patch - Saffron Street will include the following actions in its quality improvement planning:

- Develop and implement a bicultural curriculum that reflects the cultural narrative of the local area.

### 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.\*](#)



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24 June 2025

## 10 Information About the Service

Service Type	Education and care service
Number licenced for	80 children, including up to 25 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 2%; NZ European/Pākehā 84%; Asian 11%; other European 4%
Service roll	101
Review team on site	February 2025
Date of this report	24 June 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, November 2021; Education Review, July 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)*.

	<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.