



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Piccolo Park Mt Richmond

Profile Number: 47694

Location: Mt Wellington, Auckland

1 ERO's judgement of Piccolo Park Mt Richmond 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

Piccolo Park Mt Richmond is one of four services owned by the same company. Governance provides shared operational guidelines, a strategic vision, and policies to guide practice.

A common philosophy across the four services values working in partnership with each child's family and providing opportunities for children to develop their knowledge and understanding of the cultural heritage of both partners to Te Tiriti o Waitangi. Its underpinning beliefs are that all children are unique, and their play makes a big impact on their development and learning. Teachers aim to extend their play within a curriculum based on *Te Whariki*, the early childhood curriculum.

Children and staff reflect the ethnic diversity of the local community. Children learn and play in the purpose-built centre, in two age-based learning spaces, catering for infants and toddlers, and for older children.

4 Progress since the previous ERO report

The service's 2022 ERO Akanuku | Assurance report identified two areas for improvement. These were continuing to use teacher inquiry to support curriculum development and further strengthening bicultural practice in meaningful learning contexts.

Good progress has been made in both of these areas. Teachers are well supported with curriculum development through inquiry and the provision of relevant professional learning and development (PLD) and mentoring. The impact of the PLD on shifts in teaching practice in relation to outcomes for children is not consistently identified within documentation.

Teachers have effectively implemented bi-culturally responsive practices. They promote tuakana-teina relationships, use te reo Māori and provide opportunities for children to sing waiata, say karakia and learn about pūrākau.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers effectively engage and collaborate with parents and whānau to gather useful information to support children's learning and development.

- Teachers provide ongoing opportunities for parents and whānau to share their aspirations, languages and cultures, helping to build cultural identity and to inform planning for their child's learning. This supports children's developing sense of belonging and security as they transition into and within the centre, and on to school.
- Respectful and intentional teaching practices support children's growing social competence and fosters independence and the development of foundational literacy and mathematical skills. Both younger and older children have meaningful opportunities to interact and learn with, and alongside other children.
- Assessment and planning practices reflect parents' aspirations integrated through intentional teaching strategies. Children's learning and progress in relation to the learning outcomes from *Te Whāriki*, the early childhood curriculum is not consistently explicit.

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

Management and service leaders increasingly support and enable teachers to build their professional knowledge, expertise and cultural competence to implement a curriculum that is responsive to children.

- Leaders access relevant PLD to support teaching teams and to role model practice, teaching and learning strategies. Leaders and teachers collaboratively decide who will attend what specific PLD aligned to individual professional growth cycles to build capability.
- Leaders have focused on an inquiry-based approach to support teachers to develop their shared understandings of quality teaching. They continue to build their capability to identify next steps towards improving outcomes for learners.
- New knowledge, information and research obtained from PLD is shared across the service. These enhance shifts in teachers thinking and are used to inform practice and curriculum.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Management and service leaders are work collaboratively to enact the vision, strategic goals, working plans and priorities for learning.

- Teaching teams are well supported by management and leadership to understand and reflect the organisation's philosophy in practice. A key focus is to integrate children's languages and cultures and to some extent there is evidence of this through relevant celebrations.
- Those in management receive effective external mentoring to foster their professional growth. Regular coaching and mentoring by management are building the leadership capability to enable support for teaching teams.
- There is a useful system and process to undertake internal evaluation, but this is not well understood or effectively implemented by leaders. A shared understanding of what happens at each stage or phase of the process has not yet been established.

Children's learning and wellbeing are well-considered in the decisions and allocation of resourcing with a clear focus to support improvement .

- Teaching teams are well supported by management and leadership to understand and reflect the organisation's philosophy in practice. A key focus is to increase aspects of te ao Māori to work effectively with whānau to support the service's developing bicultural knowledge and practice.
- Those in management receives effective external mentoring to foster their professional growth. Regular coaching and mentoring by management are building leadership capability to enable them to provide appropriate support for teaching teams.
- There is a useful system and process to undertake internal evaluation, but this is not well understood or implemented by leaders. A shared understanding of what happens at each stage or phase of the process has not yet been established.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Piccolo Park Mt Richmond 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?

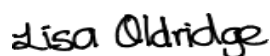
Piccolo Park Mt Richmond will include the following actions in its quality improvement planning:

- Increase the visibility and use of the learning outcomes from *Te Whāriki*, to plan and evaluate progression of children's learning.
- Develop systems and processes to monitor the progress of strategic goals and service work plans.
- Build the evaluative capability of management and leaders to clearly identify and understand the difference they are making for children's learning and wellbeing, with a focus towards improvement.

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)

7 July 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	56 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 12%; NZ European/Pākehā 14%; Cook Island 7%; Samoan 5%; Indian 19%; Chinese 16%; Sri Lankan 12%; Filipino 10%; Iranian/Middle Eastern 7%; other ethnic groups 1%.
Service roll	58
Review team on site	February 2025
Date of this report	7 July 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, March 2022.

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.