

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Taeaofou I Puaseisei Preschool

Profile Number: 46081

Location: Mangere East, Auckland

1 ERO's judgement of Taeaofou I Puaseisei 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

Taeaofou I Puaseisei Preschool is one of two services governed by the Taeaofou I Puaseisei Preschool Trust and operated by the Christian Congregation Church of Samoa. Its philosophy supports Pacific children's cultural pride and identity, emphasising the Samoan language, culture, and Christian values. Two newly appointed staff members—a curriculum leader and a centre supervisor—support a team of registered and unregistered teachers.

4 Progress since the previous ERO report

ERO's 2022 Akanuku | Assurance Review identified two key next steps:

- Providing further opportunities for the perspectives parents and whānau have about their children to be shared and responded to in the curriculum.
- Improving the extent to which assessment information shows children's progress and learning over time.

Limited progress has been made, and these areas continue to be priorities for development.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service's curriculum and teaching practices reflect Samoan language and cultural values.

- Children are encouraged to lead cultural events and are confident and competent in speaking Gagana Samoa (the Samoan language), singing, chanting, and reciting Bible verses. Gagana Samoa and āgānu'u (culture) are an integral part of the curriculum.
- Younger children experience nurturing care while older children have some opportunities to experience child-led learning. Teachers are yet to consider how intentional teaching strategies such as talanoa, asking open-ended questions, and encouraging children's inquiry can extend children's learning.
- Children's assessment information captures their interests and learning dispositions, with links to the goals of *Te Whāriki*, the early childhood curriculum. However, continuity of learning and tracking of children's progress over time is not documented.

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

Leaders and teachers are supported to access professional learning opportunities.

- Leaders and teachers are supported to access professional learning and development. The impact of this learning on changes in teacher practice and outcomes for children is not considered by teachers or leaders.
- Leaders and staff from both Taeaofou i Puaseisei Preschool services have regular meetings and work collaboratively to build a shared understanding and to strengthen their capabilities to enact the group's vision and philosophy.
- A process for staff appraisal is in place; however, it does not monitor or promote the professional growth of teachers or include coaching and mentoring to support the ongoing development of teaching practices.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are establishing the conditions to do and use evaluation for improvement.

- A new internal evaluation process, aimed at identifying what is working well and what needs improvement, is in the early stages of implementation. It is not embedded in practice, and a full evaluation cycle has yet to be completed.
- Leaders work together to implement the service's improvement priorities. Progress toward strategic goals and objectives is supported through regular staff meetings across both services, ongoing strategic plan reviews, and consistent reporting to the trustees.
- Leaders are continuing to build a shared understanding of the systems, policies, and procedures that support ongoing improvement.

Stewardship through effective governance and management | Te Whakaruruhau

Those in governance and management ensure that decision-making aligns with community priorities.

- Governance and management have established strong community connections and actively support initiatives that promote positive social, educational, and community outcomes. Teachers maintain respectful va (relationships) with children and their aiga (families) and engage with parents and aiga through church events, as well as social and cultural activities.
- The wellbeing of children and their aiga is a central focus in resourcing and decision-making.
- Strong relational ties and trust among staff contribute to a positive collaborative culture and support the service's low staff turnover, enhancing stability and continuity for children's learning and wellbeing.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Taeaofou I Puaseisei 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 Area of concern

ERO identified an area of concern relating to ensuring relevant emergency drills are carried out with children (as appropriate) on an, at least, three monthly basis, including how evaluation of the drills has informed the service's emergency plan.

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

9 Where to next for improvement?

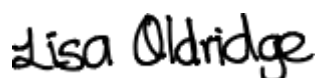
Taeaofou I Puaseisei Preschool will include the following actions in its quality improvement planning:

- Improve assessment information to clearly demonstrate children's increasing capabilities and continuity of learning in relation to the learning outcomes of *Te Whāriki*.
- Establish a professional growth cycle to demonstrate how leaders and teachers are supported to strengthen their teaching practice.
- Take steps to improve leaders' and teachers' capabilities and collective capacity to conduct evaluation for improvement across all areas of the service's operations.

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)

14 July 2025

10 Information About the Service

Service Type	Education and care service
Number licenced for	60 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 5%, Samoan 94%, Indian 1%
Service roll	49
Review team on site	March 2025
Date of this report	14 July 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, October 2022; Education Review, May 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.