



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Papanui Preschool

Profile Number: 70069

Location: Christchurch

## 1 ERO’s judgement of Papanui Preschool is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
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 the above domains.

## 3 About the Service

Papanui Preschool is one of two early learning services under shared ownership. The role of governance has changed; the centre manager who is the service provider now oversees most operational requirements. The centre manager has professional oversight of leadership teams and teaching staff. Leadership has oversight of curriculum design and implementation. Teachers and children are from a wide range of cultures. Children learn in age-based rooms.

## 4 Progress since the previous ERO report

Limited progress has been made in relation to the two improvement actions identified in ERO's 2021 Akarangi | Quality Evaluation report.

The first improvement action related to evaluating children's learning alongside the learning outcomes of *Te Whāriki*, the early childhood curriculum. A new procedure for assessing children's learning was developed and there is evidence of using the learning outcomes. There has been no evaluation of this now established process to know the impact or outcomes for children's learning. Limited evidence could be provided to show how planning learning outcomes for children occurs.

Limited progress has also been made in relation to the improvement action relating to developing an internal evaluation framework and building teacher capability and collective capacity for sustained improvement. A templated framework is used to document internal evaluation. Currently, the team leader is leading this process. This is new learning with very recent professional development being undertaken. There is no evidence of professional learning around internal evaluation being provided for all teachers.

## 5 Learning Conditions

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

Children's learning and wellbeing is supported within a play-based context which aligns to the service's values and priorities for learning.

- Learning environments are adequately resourced and provide a range of age-related opportunities and experiences to support children's learning. Children engage in their interests and challenge their physical capabilities through creative experiences.
- Assessment practices are in the early stages of reflecting the service's expectations and philosophy. Individual planning for all children is not yet in place to show how learning is progressed over time and the use of intentional teaching strategies is limited.
- Children have regular opportunities to have their cultures and languages recognised and supported in the enacted curriculum. The integration of te reo Māori and home languages in assessment documentation is less evident.
- Teachers provide some early literacy experiences through intentionally designed internal and external curriculum practices including reading, spoken language, art and music activities. Children's literacy learning is less evident through documented assessment.

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

Children's learning is beginning to be supported through leaders and teachers intentionally engaging as a professional learning community.

- Leaders and teachers are improvement focused and align their professional growth to strategic priorities. This collaborative approach promotes positive learning across the service to support children's emotional and social wellbeing.
- Leadership enables access to a range of interest-based and professional development opportunities which supports teachers' practice and growth. Strengthening teachers' evaluative and reflective practices to better show outcomes and impacts on learners and their learning has not yet occurred.
- Leaders and teachers take personal responsibility for their professional learning. Mentoring and coaching by the centre manager is supporting individual contributions to ongoing improvement in teacher practice.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leadership is establishing conditions to develop collaboration and relational trust for improvement.

- A distributed leadership model is evident, with leaders contributing to key areas such as mentoring, coaching, and curriculum design. While there is collective responsibility, monitoring is yet to show the shifts in teachers' practices that are making positive improvements for learners.
- Leaders are guiding internal evaluation for improvement to support positive outcomes for children's learning. There is not a shared understanding across the teaching team to do and use evaluation for improvement.
- An established framework for teachers' professional growth cycle is in place. The centre manager supports the teaching team to align individual goals with the service's priorities and strategic direction.

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

Governance is establishing systems and processes for improvement.

- Responsibilities of governance are shared between the owner and centre manager, with the owner retaining budget oversight and the manager increasingly taking on operational leadership across services. Responsibility for regulatory oversight is not clearly defined to ensure accountability and compliance.
- A collaboratively developed strategic plan provides a foundation for the organisation's vision and goals. Documentation, evaluation, and monitoring processes require strengthening to show how actions contribute to improved outcomes for children and progress made against strategic priorities.
- Governance and management meet regularly to discuss organisational operations and teaching and learning conditions. The documentation and evaluative depth of these meetings and decision-making processes are not sufficiently robust to demonstrate how the curriculum is intentionally designed, implemented, and assessed for effectiveness.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Papanui 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, safety and wellbeing:

- 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 area of concern in the service relating to:

- Every children’s worker must be safety checked every 3 years, recording each component of the 4-point periodic safety check including the dates of risk assessments must be completed after all relevant information is obtained.

Licensing Criteria for Early Childhood Education and Care Centres 2008; GMA7A

## 9 Where to next for improvement?

Papanui Preschool will include the following actions in its quality improvement planning:

- Build capability of the teaching team to consistently implement curriculum expectations to show how individual children’s learning is progressed through intentional teaching strategies and ensure documentation reflects the cultural identities of all children and their families.
- Build shared understanding across the teaching team to do and use internal evaluation for improvement to know what is working or not and for whom.
- Governance and management to establish systems and processes that scrutinise aspects of its operations to know the impact of decision making on outcomes for children.

### 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.](#)



Vivien Ruth  
Director of Early Childhood Education

5 March 2026

## 10 Information About the Service

Service Type	Education and care service
Number licenced for	42 children, including up to 12 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 12%, NZ European/Pākehā 57%, Indian 21%, Samoan 7%, Sri Lankan 7%, Niue 2%.
Service roll	42
Review team on site	November 2025
Date of this report	5 March 2026
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, December 2021; Akarangi   Quality Evaluation, June 2018

### 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.