



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little Village Preschool

Profile Number: 48081

Location: Glen Eden, Auckland

1 ERO's judgement of Little Village 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

Little Village Preschool is one of three services purchased by the owner. This service provides two separate learning spaces for toddlers and older children. It serves an ethnically diverse community. Some staff are representative of the cultures of children who are enrolled.

The owner works within a shared leadership approach and utilises strengths within the teaching team to build a culture of collaboration. She works alongside an assistant manager, and they are responsible for the day-to-day operations and management of the service. Two newly appointed qualified leaders engage in ongoing mentoring to support leadership capability. They are also responsible for curriculum design and implementation, professional learning and development. The teaching team includes overseas trained, beginning, and experienced teachers who have worked together for less than a year.

The philosophy aims to nurture children to be socially competent, open-minded and life-long learners. The service values relationships and communication with staff, children and whānau. Māori culture and language are acknowledged, and cultural diversity is promoted.

4 Progress since the previous ERO report

This is the first ERO review of the service.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The curriculum is beginning to reflect aspects of *Te Whāriki*, the early childhood curriculum and leaders and teachers are taking steps to identify priorities for children's learning.

- Good relationships with some parents and whānau have been established with teachers gathering useful information from families about their children. As a team teachers are getting to know children well as learners and are in the early stages of developing learning-focused partnerships with parents and whānau.
- Te reo Māori and tikanga Māori practices are evident in familiar routines and rituals that support children to settle into the service daily. Teachers continue to strengthen their knowledge and confidence to use te reo and tikanga Māori authentically as part of their everyday interactions with children.
- There is variability in the ways teachers document curriculum and assessment information to make aspect of children's learning evident. Service leaders have self-identified this is an area that requires further development.

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

Leaders are establishing the conditions to support teachers to build their professional knowledge to design and implement a responsive curriculum.

- Regular mentoring discussions support teachers growing knowledge of *Te Whāriki* and inform aspects of curriculum design and implementation.
- Leaders and teachers are taking steps to be more reflective about their own practice. They are yet to clearly identify teaching strategies that foster children's learning.
- Leaders and teachers have not yet evaluated how well professional learning and development opportunities have improved their teaching practices.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are taking steps to build relational trust across the service to foster responsibility and improvement.

- Leaders have adopted a shared leadership approach that draws on the strengths of individual members of the team. This is growing a collective responsibility to promote the learning and development of children.
- Curriculum leaders are working collaboratively with teachers to design and implement a responsive curriculum.
- Leaders and teachers are at an early stage of understanding how to do and use evaluation for improvement.

Stewardship through effective governance and management | Te Whakaruruhau

Leaders are beginning to develop a system and processes that prioritises children's health and wellbeing.

- Decisions about resourcing allocation focus on children's health and wellbeing.
- The conditions to review policies and procedures are established. There is yet to be regular monitoring and evaluation of policies and procedures to determine what changes and improvements need to occur.
- Some aspects of strategic planning have been implemented which identify relevant long-term goals, strategies, actions and desired outcomes.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Village 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 Where to next for improvement?

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

- Leaders to support teachers to improve assessment practices and clearly identify children's learning progress over time, in relation to the learning outcomes of *Te Whāriki*.
- Leadership to provide targeted professional learning opportunities for teachers to build their professional knowledge and to implement a responsive curriculum, and in time, to evaluate the difference this is making for children.
- Build leaders' and teachers' understanding and use of an internal evaluation process to guide 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

Lisa Oldridge
Director of Early Childhood Education (Acting)

19 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	41 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 19%; NZ European/Pākehā 30%; Asian 22%; Cook Island 11%; Niuean 11%; Fijian 4%; Samoan 4%
Service roll	27
Review team on site	December 2024
Date of this report	19 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	This is the first ERO review for the service.

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.