

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Adelaide Early Childhood Centre

**Profile Number:** 60241

**Location:** Newtown, Wellington

1 ERO's judgement of Adelaide Early Childhood Centre is as follows:

| Domains: Ngā Akatoro                                                                                     | Below the threshold for quality |                 | Above the threshold for quality |           |
|----------------------------------------------------------------------------------------------------------|---------------------------------|-----------------|---------------------------------|-----------|
| The learner and their learning<br>He Whāriki Motuhake                                                    | Improvement required            | Working towards | Embedded                        | Excelling |
| Collaborative professional learning and development builds knowledge and capability<br>Whakangungu Ngaio | Improvement required            | Working towards | Embedded                        | Excelling |
| Leadership fosters collaboration and improvement<br>Kaihautū                                             | Improvement required            | Working towards | Embedded                        | Excelling |
| Stewardship through effective governance and management<br>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

Adelaide Early Childhood Centre is a community-based early childhood service governed by a parent committee. A head teacher manages the service, supported by an assistant head teacher who oversees the day-to-day operations. Whanaungatanga (relationships) underpins the service's philosophy.

## 4 Progress since the previous ERO report

The 2023 ERO Akarangi | Quality Evaluation report identified the following areas for improvement:

- Build teacher understanding and consistent use of the learning outcomes from *Te Whāriki*, the early childhood curriculum to inform assessment, planning, and evaluation of children's learning and progress over time.
- Develop an internal evaluation framework that includes measurable quality indicators and has a focus on outcomes for learners.
- Develop a localised bicultural curriculum that reflects the unique place of mana whenua.
- Fully implement and embed teachers' and leaders' professional growth cycle.

Leaders acknowledge that there have been no deliberate actions taken to build teachers' and leaders' capability or consistency in demonstrating children's learning and progress over time in relation to *Te Whāriki* learning outcomes. As a result, no progress has been made towards this improvement priority.

A new internal evaluation framework has been introduced to make evaluation processes more manageable. However, measurable quality indicators are not yet clearly defined, limiting the service's ability to evaluate outcomes for all children. As a result, limited progress has been made in this area.

Teachers demonstrate some awareness of local pūrākau and have sought input from whānau Māori for specific events. However, there is insufficient evidence to show how the curriculum, philosophy, and everyday practice consistently reflect the unique place of mana whenua. Progress towards this improvement priority remains limited.

There has also been limited progress in the implementation of teachers' and leaders' professional growth cycles. While all staff, including leaders, have a professional growth cycle in place, leaders have identified challenges in fully embedding effective mentoring practices as part of the process.

## 5 Learning Conditions

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

Children experience a responsive language-rich curriculum grounded in respectful relationships, connections with whānau and the local community.

- Respectful relationships between teachers, parents and children support learning by creating a curriculum that is meaningful, responsive, and connected to children's everyday lives. Children regularly engage with the local community in ways that enrich their learning experiences.
- Teachers intentionally foster early literacy by responding to children's interests, engaging in genuine conversations, and drawing on strong connections with home and whānau to make language meaningful and relevant. Waiata, alongside opportunities for mark-making, art, books and storytelling, are intentionally used to nurture wellbeing, belonging, and children's confidence to express themselves.
- Teachers use intentional teaching strategies, including modelling language, listening attentively, asking thoughtful questions, and repeating and extending children's language to strengthen communication skills. Children are encouraged to describe, explain, and narrate their ideas, with teachers providing timely encouragement, guidance, and feedback that build confidence and social competence.
- Planning, assessment and evaluation processes do not consistently show children's learning progress, and next steps. While parents are given some opportunities to contribute, it is not always evident how this input informs teaching decisions or shapes the curriculum.

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

Management are establishing the conditions to support leaders and teachers to build their professional knowledge.

- A professional growth cycle is in place and provides some opportunities for reflection and capability building. However, mentoring, professional discussion, and observation of practice are not yet consistently embedded to strengthen teaching practice.
- Leaders and teachers access professional learning and development both individually and collectively. They have not yet evaluated the impact of this learning on improving teaching practice and outcomes for children.
- Regular staff meetings support teachers to build shared understandings about curriculum delivery, event planning, operations, health and safety requirements, and aspects of children's learning. Professional dialogue does not yet consistently demonstrate critical reflection or inquiry into teaching practice.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leadership is developing capability to support quality teaching and improve professional practice across the service.

- The leader attends network meetings to seek guidance, share practice, and learn alongside peers. They are continuing to build their understanding of regulatory requirements to strengthen oversight and ensure compliance obligations are consistently met.
- There are some opportunities for distributed leadership within the service to support teachers to build leadership capability. However, mentoring and coaching practices are not yet consistently embedded across the team.
- Leaders provide a positive working environment that contributes to a low turnover of staff. Positive relationships among staff support collaboration and the day-to-day operation of the service.

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

Governance and management are working towards developing the knowledge, systems, and practices required to effectively support service improvement and positive outcomes for children.

- Governance and management support children's learning and wellbeing through higher than required teacher-to-child ratios and appropriate resourcing. Leaders and teachers are well supported to access professional learning and development.
- A strategic plan with relevant priorities and goals is in place. However, governance and management have not yet formally monitored or evaluated the plan to determine how effectively it supports positive outcomes for children.
- Those responsible for governance are continuing to build their knowledge and understanding of compliance and regulatory standards. However, gaps in understanding have impacted their ability to consistently ensure minimum requirements are met and maintained.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Adelaide Early Childhood Centre 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 areas of concern in the service relating to:

- undertaking notifiable fire drills and reporting them to Fire Emergency New Zealand at intervals of no more than 6 months apart
- ensuring adults providing education and care are familiar with relevant emergency drills and carry out each type of drill with children on an, at least, three monthly basis
- maintaining complete and accurate records of the time each child attending the service sleeps, and checks made by adults during that time
- ensuring accident/incident records are analysed to identify hazards and appropriate action is taken
- ensuring when children leave the premises on an excursion assessment and management of risk is undertaken, including risk associated with the location of the excursion.

Licensing Criteria for Early Childhood Education and Care Centres 2008; HS4, HS8, HS9, HS12, HS17.

## 9 Where to next for improvement?

Adelaide Early Childhood Centre will include the following actions in its quality improvement planning:

- Develop and implement clear guidelines for planning, assessment and evaluation that show children's learning, progress and next steps in relation to *Te Whāriki* learning outcomes.
- Build leaders' and teachers' capability through the professional growth cycle to identify how effectively changes to their teaching practice are improving outcomes for learners.
- Governance and management to improve understanding of early childhood regulatory requirements and licensing criteria and implement processes to regularly monitor and maintain compliance.

#### 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

25 June 2026

## 10 Information About the Service

|                                                                                                              |                                                                       |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Service Type                                                                                                 | Education and care service                                            |
| Number licenced for                                                                                          | 35 children aged 2 and over                                           |
| Percentage of qualified teachers                                                                             | 50-79%                                                                |
| Ethnic composition<br><i>Using rounded percentages</i>                                                       | Māori 12%, NZ European/Pākehā 72%, American 7%, British 5%, others 4% |
| Service roll                                                                                                 | 43                                                                    |
| Review team on site                                                                                          | March 2026                                                            |
| Date of this report                                                                                          | 25 June 2026                                                          |
| Most recent ERO report (s)<br>These are available at<br><a href="http://www.ero.govt.nz">www.ero.govt.nz</a> | Akarangi   Quality Evaluation, May 2023; Education Review, June 2020  |

### 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.                                  |