



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: The Orchard Child Care & Preschool

Profile Number: 46270

Location: Ngongotaha, Rotorua

1 ERO's Judgements

[Akarangi | Quality Evaluation](#) evaluates the extent to which this early childhood service has 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 \(PDF 3.01MB\)](#) are the basis for making judgements about the effectiveness of the service in achieving equity and excellence for all learners. [The Akarangi Quality Evaluation Judgement Rubric \(PDF 91.30KB\)](#) derived from the indicators, is used to inform the ERO's judgements about this service's performance in promoting equity and excellence.

ERO's judgements for The Orchard Child Care & Preschool are as follows:

Outcome Indicators	ERO's judgement
What the service knows about outcomes for learners	Whakaū Embedding

Ngā Akatoro Domains	ERO's judgement
He Whāriki Motuhake The learner and their learning	Whakaū Embedding
Whakangungu Ngaio Collaborative professional learning builds knowledge and capability	Whakaū Embedding
Ngā Aronga Whai Hua Evaluation for improvement	Whāngai Establishing
Kaihautū Leaders foster collaboration and improvement	Whakawhanake Sustaining
Te Whakaruruhau Stewardship through effective governance and management	Whakaū Embedding

2 Context of the Service

The Orchard Child Care & Preschool is a privately owned and operated all-day education and care centre. The philosophy emphasises aroha for people and the land, allowing for free play in a natural environment and a mixed-age setting. Since the 2018 ERO report a new purpose-built building has been constructed.

3 Summary of findings

Children experience a curriculum that is highly reflective of the service philosophy. They are engaged in authentic, meaningful learning opportunities. Participating in local and national projects increases their understanding of sustainability and builds connections with the local community.

Strong, trusting, and respectful relationships are evident between all those involved in the service. Leaders foster a positive working environment and relational trust amongst the team. They support and advocate for children with additional needs to ensure full participation in the curriculum. Parents and whānau take regular opportunities to discuss their children's learning and contribute to the curriculum design. The mixed-age setting empowers tuakana-teina relationships where children of all ages are inclusive and respectful of each other's play. Children's developing social competency is well supported.

The service values te reo and tikanga Māori which are integrated into the curriculum. Teachers draw on expertise from the community and whānau Māori. Teachers have identified an ongoing need to strengthen their meaningful use of te reo and introduce local pūrākau/stories and legends. Documented assessment is yet to reflect the cultural contexts in which children live and their culturally valued knowledge.

Leaders and teachers are actively strengthening their assessment and planning processes to progress children's learning. Group planning is increasingly intentional in using the learning outcomes and becoming focused on children's interests. Informal and formal assessment demonstrates children's belonging and wellbeing. A consistent focus on the identification of learning is yet to be realised.

The teaching team is establishing the collective capacity to do and use evaluation for improvement. Kaiako are beginning to use inquiry to reflect on current practices. Systems and processes to guide internal evaluation are in place. Internal evaluation is not yet used to identify what is and is not working well for which groups of children.

4 Improvement actions

The Orchard Child Care & Preschool will include the following actions in its Quality Improvement Planning:

- evaluate how well formal assessment and planning processes build children's cultural identity, sense of belonging and learner identity, as described in *Te Whāriki*, the New Zealand early childhood curriculum
- strengthen leaders' and kaiako understanding and use of internal evaluation to better understand how well intended outcomes for children are being progressed
- continue to grow the bicultural curriculum which recognises the principles of Te Tiriti o Waitangi through meaningful te ao Māori practices.

5 Management Assurance on Legal Requirements

Before the review, the staff and management of The Orchard Child Care & Preschool completed an *ERO Centre 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 systems for managing the following areas that have a potentially high impact on children's wellbeing:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; hygiene; excursion policies and procedures)
- suitable staffing (including qualification levels; police vetting; teacher registration; ratios)
- evacuation procedures and practices for fire and earthquake.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.

6 Actions for Compliance

Since the onsite visit the service has provided ERO with evidence that shows it has addressed the following non-compliances:

- parental permission and approval for adult:child ratios and approval by a person responsible, prior to regular excursions occurring. [HS17]



Shelley Booyesen
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Central Region | Te Tai Pūtahi Nui

3 August 2021

7 About the Early Childhood Service

Service type	Education and care service
Number licensed for	50 children, including up to 10 aged under 2.
Percentage of qualified teachers	80%+
Service roll	70
Ethnic composition	Māori 13, NZ European/Pākehā 47, Other ethnic groups 10.
Review team on site	June 2021
Date of this report	3 August 2021
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, June 2018; Education Review, June 2015.