



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: The Orchard Child Care and Preschool

Profile Number: 46270

Location: Ngongotaha, Rotorua

1 ERO's judgement of The Orchard Child Care and 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

The Orchard Child Care and Preschool is a privately-owned service based on Christian values and practices. The philosophy interweaves a nature environment with values that include “Love is action” through trusting respectful relationships with children and their whānau; “Aotearoa aroha”, which celebrates native flora, fauna, te reo, tikanga and celebrates diversity; “Love for earth”, with a focus on environmentally sustainable, ritual and rhythm and “Nature’s freedom” of a large environment. Children from one year to school age attend this mixed-aged service. embracing tuakana - teina relationships between older and younger children.

4 Progress since the previous ERO report

ERO's 2021 report identified three quality improvement actions relating to growing the bicultural curriculum, assessment practices and use of evaluation for improvement. Good progress has been made in all areas. Bicultural practices are embedded into the daily curriculum through integration of te ao Māori (Māori world view). Te reo Māori, tikanga Māori, pepeha, pūrakau, tuakana – teina relationships, kaitiakitanga, whanaungatanga, and manaakitanga are well-integrated by teachers and leaders. Internal evaluation has been used to develop the local curriculum priorities for children. Leaders are yet to consistently measure the impact of changes made for individuals and groups of children towards these curriculum priorities.

A new system for planning, assessment and evaluation has been developed and is being used to reflect children's cultural and learner identities and learning over time. A next step is to forefront parent aspirations to guide individual planning.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a responsive and inclusive curriculum that promotes Christian values and play-based learning across the breadth and depth of *Te Whāriki*, the early childhood curriculum.

- Children benefit from calm, unhurried reciprocal interactions with teachers where their exploration, social competency, oral language, decision-making and autonomy is promoted. Well-resourced learning environments and daily excursions provide sustained opportunities for children to learn about nature.
- Toddlers are well-supported to learn alongside older children through respectful nurturing care interactions that support their physical and emotional wellbeing. Older children experience regular opportunities to extend their play-based learning of early numeracy and literacy, higher level thinking and independence that supports their transition to school.
- Multiple ways of communication are in place to support parents' understanding of their children's learning and their involvement in the service. This includes opportunities to experience celebrations and events that are valued by the learning community.

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

Leaders and teachers continue to build their professional knowledge to implement a responsive curriculum.

- Professional growth cycles are in place, usefully focused on leadership, teaching and learning. Some teachers demonstrate critical reflection about the effectiveness of their practice.
- Leaders and teachers have regular opportunities to undertake relevant professional learning. This is utilised to make changes to curriculum practices.
- Teachers regularly take part in curriculum design and evaluation. They have unpacked the learning outcomes from *Te Whāriki*, aligned these with local curriculum priorities and are in the process of embedding them into practice.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Distributed leadership draws on the capabilities of the teaching team to promote ongoing collaboration and improvement.

- Relational trust is in place at all levels of the service. This facilitates openness to change and growth, sharing of ideas, peer mentoring and the development of improved systems that underpin good teaching practice.
- Internal evaluation information shows the progress and improvement made. Linking to other key service documents, a systematic process is followed to investigate, collaborate and make evidence-based changes to further develop the curriculum.
- Regular review of the philosophy alongside the learning community has promoted shared understandings of the service's key values and priorities for learning. These are well-enacted and monitored through the implemented local curriculum.

Governance draws on networked connections in the local community to progress towards its vision, values and priorities for improvement.

- Strategic planning is in place with clear priorities that are enacted through assessment and internal evaluation processes.
- Governance supports social and educational outcomes of the wider community through a range of strategies. Equity of access and participation for children and their families is well-integrated into decision-making.
- Human resource practices support the retention of long-serving experienced teachers. This positively promotes consistency of learning over time and a strong sense of belonging for children and their families.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of The Orchard Child Care and 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?

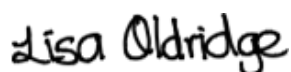
The Orchard Child Care and Preschool will include the following actions in its quality improvement planning:

- Refine planning processes to forefront parent aspirations in decisions made around individual children's learning experiences.
- Further strengthen the evaluative lens within internal evaluation and teachers' professional growth cycles to more clearly consider the impacts and effectiveness of changes made, toward valued outcomes for individuals and groups of 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.](#)



Lisa Oldridge
Director of Early Childhood Education (Acting)

20 March 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 10 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 12%, NZ European/Pākehā 80%, other ethnicities 8%
Service roll	61
Review team on site	November 2024
Date of this report	20 March 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, August 2021; Education Review, 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)*.

	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.