

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Halswell Quarry Preschool

**Profile Number:** 47894

**Location:** Halswell, Christchurch

1 ERO's judgement of Halswell Quarry Preschool 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

Halswell Quarry Preschool is a large stand-alone purpose-built service. The owner is supported by a centre manager who is responsible for day-to-day management. Children play and learn across three separate areas that flow into separate outdoor areas. The centre philosophy reflects the Reggio Emilia inquiry-based learning approach.

## 4 Progress since the previous ERO report

Good progress has been made in addressing the key next steps identified in ERO's September 2022 Akanuku | Assurance report to improve curriculum planning and assessment for learning processes and practices by:

- integrating the learning outcomes in *Te Whāriki*, the early childhood curriculum
- strengthening the place of parents' aspirations
- continuing to work on integrating te ao Māori and a more bicultural approach into teaching and learning.

Learning outcomes and parent aspirations are now well embedded in curriculum planning and assessment through a redeveloped system, with clear visibility of learning and ongoing opportunities for whānau contribution.

Leaders and teachers have used internal evaluation and professional learning in te reo Māori and tikanga Māori, alongside external expertise, to strengthen their practice. This is reflected in teaching that now includes cultural storytelling, games, and shared activities.

## 5 Learning Conditions

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

The service's philosophy is clearly evident in teaching practice and aligns well to *Te Whāriki*, the childhood curriculum.

- Children experience an environment that is inclusive and reflects the cultures of children and their whānau. Te Reo Māori and home languages are purposefully integrated into daily routines and events of cultural significance to whānau are celebrated, supporting children's identity and their sense of belonging.
- Intentional teaching practices are embedded in the curriculum and implemented daily through storytelling, modelling, questioning, and group inquiry to extend children's learning. However, learning documentation does not consistently show the impact of these practices on children's learning.
- Teachers promote literacy across the service through books, music, cultural resources, print making and language modelling. Teachers working with infants and toddlers foster oral language in an inclusive, print-rich environment that responds to children's developing needs.
- The teaching team has thoughtfully designed a school readiness programme that is closely aligned with the local school's structured literacy programme, supporting children to transition confidently to school.

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

Professional learning and development is purposeful and well aligned with service priorities and teacher's interests.

- Teachers engage in a robust process for professional learning that results in clear next steps and noticeable improvements in teaching capability and practice.
- Collaborative practices support consistent positive learning outcomes for children. Teachers use meetings and regular ongoing discussions to make sense of learning, review transitions, and make informed decisions that promote each child's holistic development and wellbeing.
- Teachers are actively strengthening their cultural competence and engaging external expertise to enhance curriculum responsiveness, resulting in increased use of te reo Māori in daily practice. However, assessment documentation does not consistently reflect the identities and cultures of Māori and Pacific children.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders are clearly improvement focussed, enacting the service philosophy vision and values and take a collaborative approach to improvement.

- Leaders foster strong relational trust and encourage distributed leadership by matching responsibilities to teachers' strengths and interests. This approach builds a collaborative culture where teachers confidently contribute to continuous centre improvement.
- Mentoring and coaching are systematically embedded through the professional growth cycle and regular team meetings, providing structured opportunities for teachers to reflect on and share their learning. These deliberate processes effectively contribute to consistent and high-quality teaching practice across the service.
- A broad range of professional learning opportunities supports ongoing capability building. Leaders purposefully access external expertise to strengthen knowledge and ensure progress toward strategic improvement goals, including bicultural development.

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

Governance and management demonstrate strong practices that lead to consistently positive and meaningful outcomes for children and their whānau.

- Parent goals inform service planning and are clearly visible in the curriculum design. This ensures each child's learning pathway aligns with parent priorities.
- A well-established bicultural curriculum is clearly evident in practice, supported by strong relationships with external partners such as local schools and agencies. These partnerships enhance transitions, professional guidance and continuity of learning.
- Robust induction processes and well-aligned resource allocation effectively support the implementation of the centre's Reggio Emilia philosophy. Fit-for-purpose policies and procedures effectively guide consistent, high-quality teaching across the service.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Halswell Quarry 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?

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

- Strengthen documentation for Māori and Pacific learners by making their identities clearly visible and ensuring assessment evidence authentically reflects their learning as Māori and Pacific learners.
- Make intentional teaching strategies consistently visible in assessment documentation by clearly showing the link between the strategy used, the intended learning, and the impact for each child.
- Evaluate the effectiveness of teaching strategies to identify what works well and what needs to change 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.](#)



Vivien Ruth  
Director of Early Childhood Education

8 July 2026

## 9 Information About the Service

|                                                                                                              |                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Service Type                                                                                                 | Education and care service                                                                                                                 |
| Number licenced for                                                                                          | 104 children, including up to 25 aged under 2                                                                                              |
| Percentage of qualified teachers                                                                             | 80-99%                                                                                                                                     |
| Ethnic composition<br><i>Using rounded percentages</i>                                                       | Māori 14%, NZ European/Pākehā 73%, Indian 8%, Chinese 7%, European 7%, Samoan 1%, Cook Island Māori 1%, Fijian 1%, other Pacific groups 1% |
| Service roll                                                                                                 | 147                                                                                                                                        |
| Review team on site                                                                                          | March 2026                                                                                                                                 |
| Date of this report                                                                                          | 8 July 2026                                                                                                                                |
| Most recent ERO report (s)<br>These are available at<br><a href="http://www.ero.govt.nz">www.ero.govt.nz</a> | Akanuku   Assurance Review, September 2022;                                                                                                |

### 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.                                  |