



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Bethlehem Community Preschool Inc

Profile Number: 45004

Location: Bethlehem, Tauranga

## 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](#) are the basis for making judgements about the effectiveness of the service in achieving equity and excellence for all learners. Judgements are made in relation to the Outcomes Indicators, Learning and Organisational Conditions. The [Evaluation Judgement Rubric](#) derived from the indicators, is used to inform ERO's judgements about this service's performance in promoting equity and excellence.

ERO's judgements for Bethlehem Community Preschool Inc are as follows:

<b>Outcome Indicators</b> (What the service knows about outcomes for learners)	Whāngai Establishing
<u>Ngā Akatoro Domains</u>	
<b>Learning Conditions</b>	Whāngai Establishing
<b>Organisational Conditions</b>	Whāngai Establishing

## 2 Context of the Service

A not-for-profit and community-based service, Bethlehem Community Preschool Inc is governed by a parent management committee. The centre manager oversees a team of six part time kaimahi (staff). Approximately a third of enrolled tamariki are Māori and a small group from diverse ethnic backgrounds attend.

### 3 Summary of findings

Tamariki learn in a calm and well-resourced learning environment. Transitions within the service are well promoted. Tamariki have many opportunities to learn through teacher-led activities and role modelled experiences.

Respectful relationships between whānau and kaimahi are established. Some parents and whānau contribute to the curriculum through sharing their skills and goals for their tamariki. Kaimahi are working alongside external agencies to implement a range of strategies that support tamariki with additional learning needs. Positive relationships with kaimahi nurture the wellbeing of tamariki.

Aspects of bicultural practices are emerging through the environment, some te reo Māori, whakatauki, waiata and Matariki celebrations. The cultural identities of some tamariki are acknowledged through the curriculum. Kaimahi have yet to consistently implement culturally relevant experiences for all tamariki.

The service is working towards strengthening assessment and planning. Kaimahi are yet to deliberately identify and plan for intentional teaching strategies that respond to and deepen the learning of individual tamariki. A shared understanding of the intended learning outcomes of *Te Whariki*, the early childhood curriculum, including learning dispositions are not evident as the basis of assessment for learning.

Management is beginning to develop organisational conditions for the newly established team to build their capability. Kaimahi have some opportunities to grow professional knowledge. A new professional growth system has been established. Leaders have engaged with external support to develop systems and processes that strengthen governance and decision making. These conditions are not fully embedded and therefore their effectiveness and impact on the outcomes of tamariki are not known.

### 4 Improvement actions

Bethlehem Community Preschool Inc will include the following actions in its Quality Improvement Planning:

- Further unpack the valued learning outcomes of *Te Whariki* to build a shared understanding of how these are progressed in a play-based context.
- Strengthen planning for the learning of individual tamariki to identify intentional teaching strategies to deepen learning over time.
- Embed the newly developed processes and systems to ensure consistent implementation of management's expectations.

### 5 Management Assurance on Legal Requirements

Before the review, the staff and management of Bethlehem Community Preschool Inc 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 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; safety checking; teacher registration; 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.



Phil Cowie  
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Central Region | Te Tai Pūtahi Nui

22 December 2022

## 6 About the Early Childhood Service

Service type	Education and care service
Number licensed for	35 children aged over 2
Percentage of qualified teachers	100%
Service roll	25
Review team on site	November 2022
Date of this report	22 December 2022
Most recent ERO report(s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review, June 2018; Education Review, March 2015