



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little Pipi Early Childhood Centre

Profile Number: 45034

Location: Papamoa, Tauranga

1 ERO's judgement of Little Pipi Early Childhood Centre 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

Little Pipi Early Childhood Centre is governed, managed and operated by a qualified centre manager and owner. Children learn in two aged-based rooms and outdoor areas. The centre's philosophy values a natural environment and places priority on heart-centred teaching to create a culture of kindness, love, care and respect.

4 Progress since the previous ERO report

ERO's report in June 2022 identified three improvement actions. These related to developing a local curriculum, strengthening the extent to which all children's cultures, languages and identity is affirmed and building teachers' understanding and use of the learning outcomes in *Te Whāriki*, the early childhood curriculum. Significant progress has been made to develop the local curriculum. As a result, the curriculum integrates local pūrākau and links to Atua Māori, and there are strong connections and involvement with the local community. Internal evaluation is used to determine the effectiveness of this local curriculum and the impact it has on children's learning and development. Good progress has been in response to the other improvement actions and these remain areas for ongoing growth.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers demonstrate effective strategies that support children's learning and development in a play-based learning environment.

- A well-resourced environment and teachers' intentional teaching practices support children's creativity, wondering, critical thinking and decision making. Infants and toddlers benefit from caring and nurturing interactions with teachers, maintaining a calm pace.
- Assessment documentation shows children's learning and progress over time and acknowledges their interests. There continues to be some variability in how well teachers utilise the learning outcomes of *Te Whāriki* to show children's learning.
- Children's sense of belonging is affirmed by teachers' reflecting te ao Māori concepts and integrating aspects of children's cultures into the curriculum. Leaders and teachers continue to build their cultural competence to design and implement a culturally rich curriculum for all children.

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

Leaders and teachers are continuing to build their professional knowledge, expertise and cultural knowledge to implement a responsive curriculum for all children.

- Children's learning is supported through the participation of teachers in relevant professional learning and development. Teachers are yet to explore the extent to which this is making a difference to children's learning outcomes.
- Leaders and teachers work closely with parents and whānau to develop priorities for their children's learning. They involve parents and whānau in curriculum design and respond to goals they have for their children.
- Relational trust within the teaching team fosters collaboration and an openness to change. This enables the growth of professional knowledge and expertise, and collective responsibility for the learning of children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders foster ongoing improvement practices that are focused on children learning.

- Internal evaluation is used to consider the quality of education and care and to inform ongoing plans for improvement. Teachers make evidence-based changes to their practice and are yet to evaluate the effectiveness and impact of changes made on children's learning outcomes.
- Distributed leadership within the teaching team promotes collaborative enactment of the service's improvement plans.
- Leaders utilise external support to enact a goal-based professional growth cycle. This supports teachers to develop their teaching capabilities.

Stewardship through effective governance and management | Te Whakaruruhau

Governors' decisions consider the learning and wellbeing of children and families.

- Teachers work collaboratively with parents and the community to enable children with additional needs to progress their learning. Professional learning is accessed to build teacher capability to support this group of learners.
- Decisions about resourcing, staffing ratios and group size intentionally focus on achieving quality provision.
- A range of strategies are implemented to support equitable access to learning and promote an inclusive curriculum.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Pipi Early Childhood Centre completed and *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?

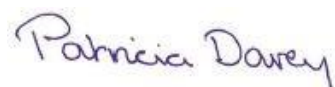
Little Pipi Early Childhood Centre will include the following actions in its quality improvement planning:

- Broaden the range of learning experiences where teachers intentionally reflect children's languages and cultures.
- Develop a shared understanding about using measurable indicators in evaluation, to show how well teaching practices and improvement actions are improving children's learning.

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.](#)



Patricia Davey
Director of Early Childhood Education (ECE)

22 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 5%, NZ European/Pākehā 79%, British 7%, other ethnic groups 7%
Service roll	58
Review team on site	July, 2024
Date of this report	22 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, June 2020; Akanuku Assurance Review, February 2017

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 organisation 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.