



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Biggles Early Learning Limited

Profile Number: 46618

Location: Otumoetai, Tauranga

1 ERO's judgement of Biggles Early Learning Limited 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

Biggles Early Learning Limited is one of two services under the same ownership. Children learn across two different aged-based areas, with younger and older children having separate outdoor playgrounds. The centre owner provides governance oversight. A centre manager oversees daily operations, curriculum and the teaching team. The principles of Montessori, children learning through self-directed exploration, and the early childhood curriculum *Te Whāriki*, underpin practice with value placed on kindness, compassion, honesty, responsibility, cooperation and respectful relationships.

4 Progress since the previous ERO report

The 2021 ERO report identified three improvement actions relating to promotion of te ao Māori through a range of contexts, responding to the language, cultures and identities of children and fostering leadership capabilities. Good progress has been made. Leadership has invested in targeted professional learning opportunities for teachers to grow their cultural responsiveness. As a result of this, children's home cultures are reflected in the environment and documentation. Leaders continue to build relational trust to support embedded processes and opportunities that continue to develop leadership capability within the team.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children have equitable opportunities to learn in a responsive play-based curriculum that supports their individual needs and interests.

- Children's learning and play is supported by responsive teaching practices in a well-resourced environment. Infants and toddlers experience calm unhurried interactions and children with additional needs have full participation of the curriculum alongside their peers.
- Planning processes are guided by the interests and needs of children, contributing to a child-led curriculum and children's smooth transitions between learning spaces. Teachers are increasingly engaging in learning focused partnerships with parents and whānau providing some opportunities for them to share their goals for their children.
- Cultural diversity is embraced and celebrated; Māori children benefit from hearing te reo Māori and aspects of tikanga Māori in the curriculum. This continue to be an area of growth, identified by the service.

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

Children's learning is supported by teachers increasingly demonstrating professional knowledge and understanding in responding to most children's needs.

- Leaders are committed to supporting teachers to implement a rich and responsive curriculum. Collaborative partnerships between leaders and teachers enable the team to support their knowledge and expertise to demonstrate and evaluate their understanding of children's learning processes.
- The use of an evaluation framework supports the service to consider aspects of the curriculum in relation to children's experiences. There is some evidence of change, however teachers and leaders are not always identifying whether these changes are promoting improved learning outcomes for all groups of children.
- Professional growth cycles are in place for teachers to monitor and evaluate the impact of improvements to their teaching practices and are yet to focus on the impact of these changes for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders continue to build relational trust underpinned by accountability and collective responsibility contributing to ongoing improvement.

- Shared leadership practices at this service promote a good level of professional accountability. Individualised support is provided for teachers to enable them to meet expectations and increase their capabilities.
- Management has a strong focus on growing leaders and their ability to support teachers. This has strengthened curriculum implementation to be more responsive to the needs of children and their families.
- Leaders have identified the importance of reducing barriers to ensure learning for all children. They have effective systems, strategies and support in place to support this.

Stewardship through effective governance and management | Te Whakaruruhau

Governance prioritises children's learning and wellbeing as primary considerations in resourcing and strategic decision making.

- Governance actively seeks input from parents, whānau Māori and Pacific when developing its strategic priorities. These are clearly reflected in the service's plans and priorities for children's learning and wellbeing.
- Collaborative networking with external agencies, positively support educational and social outcomes for children and their families.
- Effective recruitment practices, and structured approach to induction and professional learning and development is in place to support teachers. These conditions have led to the retention of long-serving staff who enhance the quality of curriculum delivery.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Biggles Early Learning Limited 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?

Biggles Early Learning Limited will include the following actions in its quality improvement planning:

- Continue to grow teachers' cultural competencies to increase reflection of all children's cultures throughout the service's curriculum documentation.
- Strengthen leaders and teachers shared understanding of the use of internal evaluation in relation to the impact of teaching practices on learning outcomes for 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.](#)



Patricia Davey
Director of Early Childhood Education (ECE)

25 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	28 children, including up to 8 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 5%, NZ European/Pākehā 77%, other ethnic groups 18%
Service roll	38
Review team on site	August 2024
Date of this report	25 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, June 2021. Education Review, May 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 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.