



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Nurture by Nature Early Childhood Centre

Profile Number: 20004

Location: Kerikeri, Northland

1 ERO's judgement of Nurture by Nature 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

Nurture by Nature Early Childhood Centre is a purpose-built semi-rural service providing a bilingual te reo Māori curriculum. The curriculum is underpinned by the Maramataka (Māori lunar calendar). The service is whānau owned and operated. A centre manager and curriculum leader support the team of kaiako.

4 Progress since the previous ERO report

Limited progress has been made towards the two key next steps identified in ERO's 2019 report. These related to further developing in-depth internal evaluation and staff appraisal processes. In 2024, ERO found that limited examples of self-review have been undertaken. Some aspects of a professional growth cycle have been implemented to support staff appraisal. This process requires strengthening and to be used more intentional to effectively promote improvement to kaiako practices.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service is developing guidance and expectations for curriculum design and implementation in partnership with parents and whānau.

- Kaiako continue to grow and develop learning-focused partnerships with parents and whānau. There are some opportunities for parents to contribute to decisions about the curriculum and to share their goals for the learning of their tamariki.
- Curriculum records are beginning to show that kaiako plan how they will support, extend and build the complexity of learning for tamariki. There is limited information in assessment records to show how these plans have contributed to the learning progress of tamariki in relation to *Te Whāriki*, the early childhood curriculum.
- Kaiako acknowledge whakapapa (genealogy) as integral to development of a sense of self, belonging and connectedness in tamariki. They provide meaningful opportunities for tamariki to learn about local iwi, hapū and their history, cultural practices and kawa, incorporating these into the curriculum in authentic ways.

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

The service is establishing the conditions to support leaders and kaiako to build professional knowledge and expertise to design and implement the curriculum.

- Kaiako understand how they can include te ao Māori perspectives as an integral part of all aspects of the curriculum. They take personal responsibility for learning te reo Māori and integrating this meaningfully and regularly into their daily teaching practice.
- Leaders and kaiako regularly engage in professional learning opportunities and have some opportunities to share and implement new ideas from their learning. They have yet to evaluate whether changes made have resulted in ongoing shifts in kaiako practices or improved outcomes for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are yet to fully develop coherent systems, processes and practices to successfully implement and maintain high-quality teaching practices.

- Leaders are taking steps to build relational trust across the teaching team to support improvement.
- A shared understanding of the purpose, use and process of effective evaluation is not in place. This limits opportunities for leaders to recognise how their decision-making contributes to changes in teaching practices or the learning of tamariki.
- Mentoring and feedback for leaders and kaiako as part of their appraisal cycle is currently not sufficient to improve teaching practices and leadership capability.

Stewardship through effective governance and management | Te Whakaruruhau

The systems and processes that support leaders to understand quality are beginning to be established.

- Leaders are establishing processes for consulting with parents and whānau about the vision, plans and priorities for improvement.
- Strategic priorities for the next three years focus on improvements to kaiako practice. These are yet to make links to the learning and wellbeing of tamariki.
- Systems and processes to monitor the service's compliance with regulatory requirements are not effective. Limited self-review is undertaken and internal evaluation processes that focus on improvement are not yet in place.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Nurture by Nature 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 Areas of Concern

ERO found areas of concern in the service relating to:

- undertaking relevant emergency drills on an, at least, three-monthly basis, including evaluation of drills to inform the annual review of the emergency management plan
- ensuring daily checks to equipment, premises and facilities for hazards to children include appliances (particularly heaters), vandalism, windows and other areas of glass, and poisonous plants
- consistently having evidence of parent approval of adult: child ratios for special and regular excursions and the signature of the person responsible approving the excursion to take place
- ensuring medicine is not given to a child unless it is given with the written authority of a parent (appropriate to the category of medicine), and medication records to include evidence of parental acknowledgement when medicine has been given
- having a procedure, and associated information, that sets out how the service will identify and respond to suspected child abuse and/or neglect within the service's child protection policy
- having an ongoing process of internal evaluation that helps the service improve its quality of education and care
- having a written procedure for safety checking all children's workers before employment or engagement of the worker commences, and every three years thereafter, that meets the safety checking requirements of the Children's Act 2014.

Licensing Criteria for Early Childhood Education and Care Centres 2008; HS8, HS12, HS17, HS28, HS31, GMA6, GMA7A.

9 Where to next for improvement?

Nurture by Nature Early Childhood Centre will include the following actions in its quality improvement planning:

- Improve the extent to which planning, assessment and evaluation shows the learning and progress of individual tamariki, in relation to the learning outcomes from *Te Whāriki*.
- For kaiako to develop a shared understanding of how intentional teaching strategies support the learning and thinking of tamariki through play.
- Strengthen the professional growth cycle to include mentoring and feedback to leaders and kaiako and to support critical reflection that helps to grown professional practice.

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)

6 November 2024

10 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 15 aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 33%, NZ European/Pākehā 59%, Tongan 7%, other Pacific 2%, other ethnic groups 2%.
Service roll	46
Review team on site	August 2024
Date of this report	6 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, October 2019; Education Review, March 2016

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.