



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Li'I Pumpkins Early Learning Tamahere

Profile Number: 30293

Location: Tamahere, Waikato

1 ERO's judgement of Li'I Pumpkins Early Learning Tamahere is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
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

Li'l Pumpkins Early Learning Tamahere is one of two services operating under the same ownership. A long-serving centre manager works alongside a pedagogical lead and four room leaders to support a stable teaching team. The centre's curriculum and environment are underpinned by Reggio Emilia principles of children as capable learners in a supportive environment, in partnership with parents.

4 Progress since the previous ERO report

The July 2021 ERO report included three improvement actions. These were to gain multiple perspectives as part of internal evaluation, consistently incorporate children's cultures, languages and identities in assessment, and to align professional growth cycles with evaluation practices. Good progress has been in all identified areas. This has resulted in a deepening of learning-focused partnerships that are in place with whānau to support children's learning. Kaiako have become more intentional in aligning their professional knowledge with their teaching practices and discuss this openly with whānau.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children have equitable opportunities to learn in a highly responsive curriculum that strongly reflects Reggio Emilia principles and the depth and breadth of Te Whāriki, the early childhood curriculum.

- Children at this service benefit from learning-focused partnerships between kaiako and whānau that effectively support their developing social and emotional competency, foundational literacy skills, creativity and aspects of cultural awareness. Parents' cultural knowledge and goals for their children are intentionally gathered and used to guide curriculum planning and assessment processes.
- Very well-resourced spaces allow for children to learn alongside others and develop and extend their knowledge, skills, attitudes and dispositions. Highly intentional teaching practices extend older children's thinking and problem-solving skills and develop infants' and toddlers' communication.
- Transitions into, within and onto school are very well planned and managed, effectively responding to the needs of each child and their whānau. Networked relationships with external agencies support children with additional needs to participate alongside their peers.

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

High levels of collaboration foster professional practice and knowledge to design a curriculum that effectively promotes positive learning outcomes for all children.

- Aligned evaluation and professional growth cycle processes, which utilise whānau input, enable leaders and kaiako to individually and collectively inquire into aspects of their practice. These collaborative approaches sustain ongoing improvement over time and lead to changes in teaching practices that positively enhance outcomes for children.
- Leaders and kaiako are very well supported by the pedagogical lead who monitors, evaluates and observes their practices. This enhances understanding of relevant theories about how children learn, including those underpinning the Reggio Emilia approach and *Te Whāriki*.
- The teaching team's understanding of Pacific and Māori values are continuing to grow and be integrated in the curriculum. They are beginning to explore kaupapa Māori assessment approaches to better reflect preferred ways of learning and progress of tamariki Māori in the context of their whānau.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership actively promotes equity and collaboratively enacts the service's strategic visions and plans for improvement.

- All leaders model and expect professional accountability and collective responsibility for the wellbeing and learning of children in the service. Leaders effectively support professional practice, and monitor and evaluate the curriculum, teaching practices and children's outcomes.
- High levels of relational trust, between the pedagogical lead and head teachers enables collaboration for improvement.
- Collaborative practices in evaluation effectively support ongoing improvement across both services. Further strengthening is required to narrow the lens on how well, or to what extent, teaching practices are supporting children's outcomes and promoting equity.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing are primary considerations in resourcing and decision making by governance and the centre management team.

- Service strategic planning processes involve whānau to identify priorities. Governance works effectively to utilise a range of systems and processes that enact these plans and support children's ongoing learning and development.
- Governance implements a range of equity practices that enable children's access and participation in learning and facilitates inclusion of children with additional needs to learn alongside their peers.
- Leaders and kaiako are supported to contribute to the wider early childhood learning community. They participate in research that further enhances a range of outcomes for children and their whānau.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Li'l Pumpkins Early Learning Tamahere 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?

Li'l Pumpkins Early Learning Tamahere will include the following actions in its quality improvement planning:

- Deepen the bicultural lens in learning through exploring the use of Te Whatu Pōkeka: Kaupapa Māori Assessment for Learning, aligned to the te ao Māori values within the service's philosophy.
- Refine improvement practices by using an evaluative question or focus, and report against this to more strongly evidence shifts in valued outcomes 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.](#)

A handwritten signature in blue ink that reads "Patricia Davey". The signature is written in a cursive, slightly slanted style.

Patricia Davey
Director of Early Childhood Education (ECE)

19 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	110 children, including up to 25 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 13%, NZ European/Pākehā 64%, Chinese 6%, British 4%, Pacific 3%, other ethnic groups 10%
Service roll	134
Review team on site	September 2024
Date of this report	19 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, July 2021; Education Review, March 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.