



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Busy Bees Educational CC-Dannevirke

Profile Number: 55366

Location: Dannevirke

1 ERO's judgement of Busy Bees Educational CC-Dannevirke 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

Busy Bees Educational CC-Dannevirke is a privately owned centre. The service offers all day sessions in a mixed-age environment. The service is nearly at completion of a substantial building refurbishment of both the indoor and outdoor environments. This had some impact on the provision of inside curriculum resourcing during the onsite phase of the evaluation. The philosophy emphasis is on children being provided time to make their own discoveries tailored to meet their unique needs, strengths and interests.

4 Progress since the previous ERO report

The 2021 ERO report indicated four improvement actions related to internal evaluation, reviewing the philosophy and priorities for learning in partnership with whānau, and further developing teacher cultural competency to provide and document a responsive curriculum.

A good level of progress is evident within internal evaluation, where outcomes for whānau, teachers and children are now increasingly evident. Growth in teacher cultural competency has occurred with the increase in the use of te reo Māori in the daily curriculum. The philosophy was reviewed and shared with whānau however they did not influence its development.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service has provided a range of opportunities to increase whānau participation in the daily curriculum, contributing to the strengthening of reciprocal and respectful relationships.

- Teachers know children well in the context of their whānau.
- Whānau voice and aspirations are considered and weaved through children's assessment, planning and evaluation.
- Whānau share a range of culturally relevant information. Teachers are not fully engaging with whānau in learning-focused partnerships and are yet to use this information to build the child's cultural identity as a learner.

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

Leaders and teachers successfully integrate te reo Māori and some aspects of tikanga Māori in the daily curriculum.

- Children hear, respond to and speak te reo Māori within their daily experiences.
- Collaborative engagement in professional development has grown teacher's capability to speak and use te reo Māori within daily conversation and assessment documentation.
- Teachers promote rich oral language to support all learners in the mixed-aged setting including responsiveness to verbal and non-verbal cues.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are effectively using quality improvement actions to promote and implement growth.

- Internal evaluation is successfully contributing to strengthening of teacher's cultural competency to enact a culturally responsive curriculum.
- A systematic process for internal evaluation has been established that promotes a lens on specific groups of learners, leading to some identified outcomes. Evaluation is not yet showing the impact of change on learning outcomes for all children.
- Leaders promote collaboration and relational trust.

Stewardship through effective governance and management | Te Whakaruruhau

Governance supports the provision of professional learning and development that focuses on the capability of building leaders and teachers.

- The service effectively works with relevant agencies and community, including local iwi, to have a positive impact and success for tamariki Māori.
- The service is considering children's learning and wellbeing within resourcing, and newly renovated premises.
- Governance is actively working to ensure succession planning is in place to secure leadership for the future.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Busy Bees Educational CC-Dannevirke 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 area of concern in the service relating to:

- Consistent recording of sleep checks undertaken for warmth, breathing and general well being at least every 5-10 minutes.
- Ensure that children are supervised while eating and a copy of the Ministry of Health guidelines is provided to all parents at the time of enrolment.
- Maintain a record of all medicine given to children attending the service includes evidence of parent acknowledgment.
- Ensure a detailed record of each component of the safety check must be kept, and the date on which each step was taken, including the date of the risk assessment was completed after all the relevant information was obtained.

Licensing Criteria for Early Childhood Education and Care Centres 2008, HS9, HS22, HS28, GMA7A.

9 Where to next for improvement?

Busy Bees Educational CC-Dannevirke will include the following actions in its quality improvement planning:

- Use relationships with whanau and the information they are sharing to build learning-focused partnerships and the child's cultural identity as a learner.
- Evaluate the impact of teacher growth and shifts in practice on outcomes for individual and groups of learners through professional growth cycles and internal evaluation.
- Grow capability within leadership to support succession planning inclusive of how the organisation meets and maintains its regulatory and professional requirements.

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)

19 November 2024

10 Information About the Service

Service Type	Education and care service
Number licenced for	23 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 48%, NZ European/Pākehā 21%, Cook Island 3%, Cambodian 7%, Filipino 3%, South African 3%, Not stated 14%
Service roll	29
Review team on site	July 2024
Date of this report	19 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, June 2021; Education Review, February 2018

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.