

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Taupo Childrens Corner

Profile Number: 45021

Location: Taupo

1 ERO's judgement of Taupo Childrens Corner 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

Taupo Childrens Corner (Duncan Street) is one of two centres owned and governed by the Mark Passmore Family Trust. A recently appointed centre manager oversees the daily operation of both centres. The role includes ensuring services maintain legislative requirements, as well as large aspects of leadership and governance.

Since January 2024 there have been significant staff changes to management and leadership at the service. The centre manager is supported by a new centre supervisor and three team leaders. The centre operates from three separate buildings divided into age-specific learning areas.

4 Progress since the previous ERO report

The 2021 ERO report identified two improvement actions related to individual planning for children and internal evaluation. A good level of progress is evident in a strengthened planning process that is aligned with learning outcomes from *Te Whāriki*, the early childhood curriculum. The process values each child's cultural identity and whānau aspirations. With limited progress made to build evaluation capability it remains an improvement action.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Useful expectations and guidance for curriculum design and implementation in partnership with parents and whānau are developed and recently introduced.

- Children experience a curriculum that is largely responsive to their developing literacy, social and emotional competence. There is variability across the centre, based on teacher capability and experience.
- Individual planning that is responsive to the learning and development of infants and children up to three years old supports learner identity and continuity of learning over time. Opportunities to support older children to lead their own learning based on their interests and preferred ways of learning is less evident.
- Some assessment shows children developing capabilities in relation to the valued learning outcomes from *Te Whāriki* and the goals parents have for their children.

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

Leaders and teachers are re-establishing conditions that support teachers to build their professional knowledge and cultural competence to design a more responsive local curriculum.

- Recent changes to processes that promote professional growth of teachers are yet to be embedded.
- Teachers draw on internal expertise to build their knowledge of te reo Māori and aspects of te ao Māori relevant to mana whenua.
- Leaders are consulting with whānau to strengthen the curriculum to reflect what matters most for the centre community and provide greater opportunities for parents and whānau to contribute to this.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Conditions to build leadership capability to support quality teaching are established

- Regular mentoring from the centre manager is building internal leadership capability with a focus on quality of teaching and learning.
- Systems and processes to promote ongoing improvement through reflection and inquiry into teaching practice are implemented.
- Leaders are working to establish a better understanding of evaluation. Most improvement practices are focused on what adults are doing and leaders are yet to know how effectively practices are supporting children's learning.

Stewardship through effective governance and management | Te Whakaruruhau

Recently developed strategic priorities are clearly focused on improvement and positive outcomes for children.

- Whānau perspectives are actively sought and align with the organisation-wide vision. The strategic plan is in the early stages of implementation which means the impact for children is not yet known.
- Relational trust is established across the organisation and fosters a culture of collaboration. Expectations of shared responsibility and collaborative leadership are recently established.
- Although they are in the early stage of implementation, there are clear systems developed to monitor progress of strategic goals. Planned governance actions positively influence centre-level practice.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Taupo Childrens Corner 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?

Taupo Childrens Corner will include the following actions in its quality improvement planning:

- Work collaboratively to embed the newly implemented curriculum processes.
- Strengthen knowledge of teaching strategies, in line with *Te Whāriki*, to support older children to explore and become involved in a wide variety of experiences that encourage critical thought and creativity.
- Develop a shared understanding of how to do and use evaluation for improvement and enact that to understand what works, why, who for and who not.

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)

20 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	73 children, including up to 16 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 29%, NZ European/Pākehā 85%, Cook Island 4%, other Pacific 2%, other ethnic groups 26%
Service roll	85
Review team on site	September 2024
Date of this report	20 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, March 2021; Education Review, August 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.