



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Taupo Childrens Corner

Profile Number: 30094

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 (Lakewood Drive) is one of two centres owned 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 staff changes in the centre. Children learn across a mixed-age setting, and currently there are no children under age two enrolled.

4 Progress since the previous ERO report

The key next steps following the 2022 ERO review were to increase whānau Māori involvement in curriculum decisions, and opportunities for children to engage with te ao Māori. Deepening teacher understanding of the learning outcomes from *Te Whāriki*, the early childhood curriculum, was also signalled as an area for improvement. There has been some good progress against these areas with recent work in developing a curriculum that connects to the local area and working with whānau Māori to determine priorities for learning. Understanding and use of the learning outcomes from *Te Whāriki* in relation to children's learning remain inconsistent. However recently developed processes for curriculum planning and assessment are being established to support this.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The developing curriculum is beginning to reflect the local community and promote children's developing social and emotional competence.

- Teachers have clear knowledge of children's strengths and emerging interests, informed by well-established relationships with parents and whānau. Intentional oral language strategies are prioritised by teachers to support the range of children attending.
- Deliberate changes to the environment have resulted in more opportunities for children to make choices about their learning. Intentional strategies that support older children to engage in play that encourages critical thought, wondering and creativity are less evident.
- Curriculum planning and assessment practices are developing, and do not yet clearly reflect children's individual languages, culture, identity or learning progress over time.

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

Steps are being taken to improve teachers' professional knowledge and support the design of a rich curriculum.

- Ongoing support from leaders enables teachers to take responsibility for their own professional learning.
- Teachers are increasing their knowledge of how to implement a culturally responsive curriculum. Use of te reo Māori and tikanga Māori as part of the daily curriculum is variable.
- Existing frameworks to support professional growth are being further developed to align with other improvement practices. Leaders and teachers are yet to evaluate the impact of their professional learning on individuals and groups of children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Conditions to build leadership capability to support quality teaching are established.

- The capability to mentor and develop leadership skills within the newly formed teaching team is strengthening. They continue to develop shared understandings and ways of working.
- Systems and processes to promote ongoing improvement through reflection and inquiry into 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 mean the impact for children is not yet known.
- Relational trust is established across 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 an 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	30 children, including up to 5 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition	Māori 29%, NZ European/Pākehā 42%, Indian 13%, Samoan 10%, Cook Island 10%, Tokelau 6%, other ethnic groups 42%
Service roll	31
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	Akanuku Assurance Review, July 2022; Akanuku Assurance Review, December 2020

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.