

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Small Kauri Early Childhood Education Centre

**Profile Number:** 10293

**Location:** Mangere Bridge, Auckland

1 ERO's judgement of Small Kauri Early Childhood Education 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

Small Kauri Early Childhood Education Centre is privately owned and operated. It is well established in the community, with a long-standing teaching team. Since the previous ERO evaluation in 2020, a centre manager position has been established to take charge of day-to-day operations. The owner has oversight of governance. The centre provides all-day education and care in a mixed-aged setting, to an ethnically diverse community.

## 4 Progress since the previous ERO report

The May 2020 ERO report identified a key next step relating to enhancing the high-quality provision for children through their internal evaluation of “Every child a taonga.” The new centre manager interpreted the key next step as a need to establish and strengthen internal evaluation processes. Good progress has been made by the service leaders and teachers in this area. The teaching team continues to maintain and further enhance the quality of care and education for children.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Children’s learning and development through a child-centred, play-based curriculum is very well supported by learning-focused partnerships with parents and whānau.

- Leaders and teachers gain regular input from parents about the aspirations they have for their children. These are effectively progressed through curriculum planning and are clearly shown in children’s learning records.
- Children’s social competence and independence is fostered very well. Their emerging thinking about the world is acknowledged, explored and extended alongside their peers, which enhances a sense of belonging.
- Teachers use te reo Māori and tikanga Māori in their daily teaching practices and interactions with children. Trusting relationships between teachers and children support children’s learning and mana.

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

Children's learning is effectively enhanced through leaders and teachers working as a professional learning community.

- Ongoing involvement in professional learning and development effectively builds leaders and teachers expertise to implement a rich curriculum. The team's learning about teaching strategies for language and literacy has been well-embedded and is increasing children's knowledge and capabilities in these areas.
- Teachers engage in ongoing reflection about their teaching practices and demonstrate their understanding of high quality expectations for the teaching profession. They consider the impact of their teaching on children's learning to make informed choices about changes they need to make.
- A professional growth cycle is in place that builds teachers' understanding and capability to deliver a rich and responsive curriculum. Teachers and leaders continue to grow their use of evaluation to better understand what works, and what doesn't, for groups and individual learners.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders and teachers collaboratively enact the service's vision, plans and priorities for improvement.

- Leaders allocate plentiful time and resources that support teachers' professional practice and collaborative approaches. This enables teachers and leaders to identify barriers to children's participation and learning and enact strategies to reduce them.
- Leaders and teachers work closely with parents and external agencies to progress children's learning. This includes seeking the values, goals and cultural knowledge of Māori and Pacific whānau and ensuring appropriate support is provided for children with diverse needs.
- Leaders and teachers have strong relational trust that enables effective team collaboration and supports a stable teaching team.

### Stewardship through effective governance and management | Te Whakaruruhau

Leaders use a range of information and evidence to develop and refine strategic priorities, with a focus on improving quality provision for children.

- Leaders make good use of sector guidance and expectations to consider their strategic priorities for improvement to teaching and learning. They are yet to have effective systems to stay informed of sector changes to minimum regulatory and operational requirements.
- Service priorities are regularly monitored and reported on through strategic planning. Evidence of the impact on children's learning is gathered but is yet to be usefully summarised to show how effectively and equitably these priorities are improving outcomes for children.
- Better than minimum teacher: child ratios and teacher retention promote the service's ongoing focus on the quality of children's learning and wellbeing.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Small Kauri Early Childhood Education 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 Where to next for improvement?

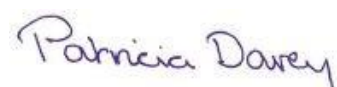
Small Kauri Early Childhood Education Centre will include the following actions in its quality improvement planning:

- Further refine evaluation aspects of teachers' professional growth cycle processes, to better understand the impact of intentional teaching on children's learning and equitable outcomes for all.
- Continue to strengthen evaluation of actions taken within the strategic plan to understand and report on how well shifts in practices are achieving intended 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.\*](#)



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20 November 2024

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	37 children, including up to 7 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 8%, NZ European/Pākehā 57%, Fijian 8%, Samoan 5%, Chinese 10%, other ethnic groups 12%
Service roll	37
Review team on site	August 2024
Date of this report	20 November 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review, May 2020; Education Review, June 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)*.

	<b>Above the threshold for quality</b>
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.
	<b>Below the threshold for quality</b>
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.