

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Papakura Childcare

**Profile Number:** 47638

**Location:** Papakura, Auckland

1 ERO's judgement of Papakura Childcare 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

Papakura Childcare is one of two privately owned and operated services. Recent changes have been made to the service's license in September 2024. A purpose-built building includes three age-based spaces indoors and outdoors for children. A qualified owner/centre manager provide governance and curriculum leadership to the teaching team.

The philosophy reflects *Te Whāriki*, the early childhood curriculum, and prioritises the importance of relationships in the provision of quality education and care. It intends to support children to learn through empowerment, exploration, and in a culturally responsive environment that acknowledges the importance of Te Tiriti O Waitangi.

## 4 Progress since the previous ERO report

The 2021 ERO report identified two improvement actions related to identifying teaching strategies to extend complexity in play and providing more challenging resources to extend children's critical thinking and exploration. The service has taken steps to include these actions in internal evaluation processes and individual teacher inquiries. Systems have been strengthened to better reflect teaching strategies.

Assessment documentation is yet to reflect how changes made have made a difference to teacher practices and learner outcomes. Limited progress has been made in relation to the two areas identified. Internal evaluation and intentional planning for children's learning remain areas for improvement.

## 5 Learning Conditions

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

Children experience a curriculum that is beginning to reflect the learning outcomes from *Te Whāriki*, the early childhood curriculum to inform assessment documentation.

- Children's learning and development is valued in a play-based context. Teachers build on children's interests through activity-based experiences. Older children lead their own learning in an appropriately resourced environment.
- Younger children experience a calm, slow paced routine that provides space and time for them to lead their own learning. Teacher's reflect commitment to the importance of care.
- The goals and aspirations whānau have for their children are gathered. These are yet to inform the curriculum. The learning outcomes from *Te Whāriki* have yet to be included consistently in assessment and planning practices.

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

Leaders and teachers work collaboratively to build their professional knowledge, expertise and cultural competence to design and implement the service's curriculum.

- Leaders and teachers are beginning to integrate some aspects of children's cultural identity, and tikanga Māori and te reo Māori into the curriculum. Children's individual cultural identity is yet to be consistently reflected in documentation.
- Leaders and teachers are beginning to inquire into aspects of their practice with a recently introduced mentoring process. They take personal responsibility for their learning and access relevant professional development opportunities.
- The service is yet to evaluate the impact of professional learning on improvements to teaching practice and outcomes for learners.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leaders are establishing conditions for teachers to develop their leadership capability to support quality teaching.

- Leaders prioritise relational trust that leads to a culture of collaboration for improvement.
- Opportunities for professional learning are ongoing and focus on the service's current priorities for the learning of tamariki. Leaders and teachers work collaboratively and are supported to grow their professional practice through ongoing inquiry and professional learning.
- Leaders are supporting teachers to develop a shared understanding of internal evaluation processes focused on improvement. They are yet to systematically evaluate the impact of teaching practices on outcomes for children.

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

The service provider prioritises children's learning and wellbeing and is establishing processes with a focus on outcomes for learners.

- Relationships with parents and whānau are evident, further develop these relationships into learning focussed partnerships and use this information to develop the service priorities for improvement. The development of a strategic plan would guide future direction of the service.
- Established policies and procedures are in place to guide daily practices.
- The service's philosophy shows a commitment to Te Tiriti o Waitangi and bicultural practices.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Papakura Childcare 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?

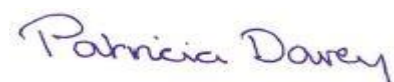
Papakura Childcare will include the following actions in its quality improvement planning:

- For children's individual assessment, planning, and evaluation documentation to make more visible
  - Intentional teaching strategies and
  - evaluation of children's progress and learning over time in relation to the learning outcomes from *Te Whāriki*.
- Leaders and teachers to develop learning-focused partnerships with parents and whānau to inform the strategic direction of the service.
- Leaders and teachers to improve internal evaluation processes by intentionally evaluating and documenting the impact of changes made in relation to outcomes for 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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## 9 Information About the Service

Service Type	Education and care service
Number licenced for	64 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 12%, NZ European/Pākehā 14%, Indian 57%, Vietnamese 7%, Samoan 7%, other ethnic groups 7%
Service roll	65
Review team on site	September 2024
Date of this report	25 November 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, April 2021.

### 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.