

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Biggles @ The Mount

Profile Number: 47751

Location: Mount Maunganui

1 ERO's judgement of Biggles @ The Mount 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

Biggles @ The Mount is one of two privately owned services in the Bay of Plenty under the same ownership. Children learn across three different aged-based areas, with younger children sharing an outdoor playground. The centre owner is actively involved in daily operations, leading curriculum and overseeing the mostly qualified teaching team, alongside a management and leadership team. The principles of Montessori, children learning through self-directed exploration, and *Te Whāriki* the early childhood curriculum, underpin practice with value placed on kindness, compassion, honesty, responsibility, cooperation and respectful relationships.

4 Progress since the previous ERO report

The 2022 ERO report identified two improvement actions relating to whānau Māori involvement in the design of the local curriculum, and learning documentation reflecting children's identity, language and culture. Good progress is evidenced through planning and assessment documentation with aspects of children's home languages, celebrations and family values reflected. Good progress is evident in local curriculum development with iwi connections through the local kahui ako supporting inclusion of pūrākau, karakia, waiata and whakatauki of local significance. Involvement of whānau Māori is encouraged, their aspirations are gathered and responded to. As a result, leaders and teachers are becoming increasingly proficient in their use of te reo Māori and the integration of te ao Māori into the curriculum.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children benefit from a highly responsive curriculum that supports and extends older children's thinking and foundational literacies, and infants and toddlers developing communication skills.

- Leaders and teachers engage in effective learning focused partnerships with parents and whānau where their goals and cultural knowledge are used to identify priorities for children's learning. Children's developing social competency, emotional wellbeing and aspects of cultural collectiveness in play are very well supported.
- Effective teaching practices within a well-resourced learning environment support children's learning. Children develop their knowledge, skills, ways of learning and understandings about the world around them through sustained play-based interactions.
- Children's transitions in to, through the service, and on to school is well managed and is effectively responsive to each child and their whānau. Positive relationships with local schools and external agencies support children with additional needs to fully participate alongside their peers.

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

Children's learning is enhanced through leaders and teachers' engagement in professional learning and development that contributes to ongoing improvement of the curriculum.

- Evaluation for improvement is effectively used by leaders and kaiako. They make evidence-based changes to their practice and evaluate the effectiveness and impact of changes made on children's learning outcomes.
- Regular mentoring and access to relevant professional learning and development supports staff with ongoing teaching knowledge. Leaders and kaiako are growing their cultural competence to design and implement a culturally rich curriculum for all children.
- Leaders and teachers demonstrate up-to-date professional knowledge of curriculum, pedagogy and assessment for learning. This is informed by understanding relevant theories of how children learn, including educational theorists of Montessori and those underpinning Te Whāriki.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work together effectively to enact the service's vision and long-term improvement plans.

- A high level of relational trust enables collaboration, openness to change, growth, and sustained improvement. A stable teaching team facilitates ongoing professional growth and improvement, underpinning responsive curriculum practices.
- Leadership effectively supports teachers to deliver a highly responsive curriculum that promotes equitable learning outcomes for all groups of children.
- The service identifies and fosters future leaders to support continuity and succession planning.

Stewardship through effective governance and management | Te Whakaruruhau

Governance decision making prioritises children's learning and wellbeing as the primary considerations in resourcing and strategic direction of the service.

- Governance actively seeks the input of all families, with parent aspirations and goals clearly reflected in the service's plans and priorities for children's learning and wellbeing. Opportunities are provided for Māori and Pacific families to express their opinions and ensure their voices are acknowledged.
- Collaborative networking through partnerships with parents and external agencies support educational and social outcomes for children and their families. Children with additional needs are well supported to learn inclusively alongside their peers.
- Effective recruitment practices, and structured approach to induction and professional learning and development is in place to support teachers. These conditions have led to the retention of long-serving staff who enhance the quality of curriculum delivery.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Biggles @ The Mount 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?

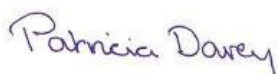
Biggles @ The Mount will include the following actions in its quality improvement planning:

- continue to grow teachers' cultural competencies to increase visibility of all children's cultures throughout the service's curriculum documentation.

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)

25 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	60 children, including up to 15 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 12%, NZ European/Pākehā 79%, 1% Tongan, other ethnic groups 8%
Service roll	73
Review team on site	August 2024
Date of this report	25 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku, March 2022

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.