

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Tamariki Station Ltd

Profile Number: 46477

Location: Paeroa

1 ERO's judgement of Tamariki Station Ltd 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

Tamariki Station Ltd is one of two privately owned services under the same ownership in Paeroa. The owner is the current centre manager while a vacancy in that position exists. She manages a team of qualified teachers and unqualified staff. Children transition through two aged-based rooms during in their time in the service. The philosophy promotes relationships with parents and whānau and encouraging child-led play.

4 Progress since the previous ERO report

The 2021 ERO evaluation identified that growth was required in a range of areas. Improvement in evaluation processes, the roles and responsibilities of leaders and governance were key for leaders. Development of assessment practices, and a culturally responsive curriculum that drew on the learning outcomes on *Te Whāriki*, the early childhood curriculum, were also indicated as areas for development.

Good progress has been made in developing practices in assessment of children's learning due to teacher's professional growth. There has been limited progress made against other areas, with leadership and team changes hindering this. Consolidation of the conditions required for growth in these previously identified areas is still required.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

A bicultural curriculum that consistently reflects the depth and breadth of *Te Whāriki* is developing.

- Children with additional learning needs experience a curriculum where their requirements are clearly responded to by teachers through intentional planning. Relationships with parents and external agencies support this work.
- There are opportunities for children to develop their social and emotional competence as part of the programme and to make choices about their play. It is not yet clear how teachers intentionally consider children's language and culture, or how the environment and resources support complexity of play and learning for all groups of children.
- A new process for planning and assessment is being established. Clear priorities for children's learning and the effectiveness of the new strategies are not yet known by teachers and leaders.

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

Professional growth for teachers is supported by external professional development. Leaders and teachers have not yet clearly linked this growth to learning outcomes for children.

- A framework to support teacher's professional growth enables their engagement in ongoing learning. There is some informal evidence that shifts in their practice are beginning to positively impact on children's experiences.
- Teachers take responsibility to develop their own knowledge and understanding and work collaboratively with an external mentor to grow their individual practice. These practices are variable and not yet clearly related to service-wide improvement.
- Teachers and leaders have not clearly grown their understanding of evaluation. Practices are based in review and what teachers are doing rather than how well their practice supports children's learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are in the early stages of developing the conditions, systems and processes to enable ongoing improvement.

- After a period of significant staff change leaders are focused on building relational trust in the team, including offering opportunity for teachers to lead in areas of interest. This growth is new, therefore the impact for children and the curriculum is not known.
- The service goals are enacted by leaders. The outsourcing of mentoring for teachers to an external provider means there is no clear alignment of improvement practices overseen by the service leader.
- Leaders have not yet built their capability to understand and establish the conditions to do and use evaluation for improvement. The current focus is on review which limits the opportunity to scrutinise and improve practice.

Stewardship through effective governance and management | Te Whakaruruhau

Leaders and governance have not yet determined the service's priorities for children's learning.

- An alignment of improvement practices that include internal evaluation, strategic planning and teachers' professional growth to support strategic growth has not occurred.
- Children's wellbeing is considered in decisions for staffing and resourcing. This benefits some key groups of children in the service.
- The centre owner, supported by leaders in the teaching team, has established policies and practices that enable children's health and safety.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Tamariki Station Ltd 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?

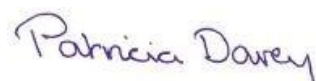
Tamariki Station Ltd will include the following actions in its quality improvement planning:

- In partnership with parents and whānau, identify key learning priorities to inform the establishment of a local curriculum.
- Develop a collective understanding and capability to do and use evaluation for improvement.

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)

15 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, including up to 10 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 40%; NZ European/Pākehā 54%; Fijian 9%, Niue 4%, other Pacific groups 2%, other ethnic groups 7%.
Service roll	45
Review team on site	October 2024
Date of this report	15 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, August 2021; Education Review, November 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.