



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Nga Wawata Educare Limited

Profile Number: 46036

Location: Kaitaia

1 ERO's judgement of Nga Wawata Educare Limited 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

Nga Wawata Educare Limited is a privately owned service located in Kaitaia township. In 2023 the service was relicensed and renamed. The owner/director supports a team of two registered kaiako, an administrator and a cook. The philosophy focuses on a shared responsibility for caregiving approach to learning. Most children attending are Māori.

4 Progress since the previous ERO report

ERO's 2019 report identified areas of non-compliance with the regulatory standards. These related to curriculum planning and assessment, kaiako appraisal and children's health and safety.

Since then, some progress has been made. A process for recording children's learning has been established, as has a system of appraisal. However, limited progress has been made in improving the quality of this documentation. As a result, documented assessment information is yet to plan and evaluate children's learning over time and kaiako appraisal information is yet to evidence changed teaching practices.

Areas of concern relating to health and safety remain at this service. Improvement is required to ensure that relevant emergency drills are completed, and that excursion documentation includes parental approval of adult: child ratios and the names of all adults and children attending.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service is in the beginning stages of using the learning outcomes from *Te Whāriki*, the early childhood curriculum to inform assessment documentation for children's learning.

- Kaiako have developed respectful relationships with children and their whānau. Opportunities are provided for children's family and whānau to contribute to the daily curriculum.
- The goals and aspirations whānau have for their children are gathered. These are yet to inform the planned curriculum or be made visible within assessment of children's learning.
- Curriculum planning is currently focused on children's interests. It does not yet reflect the way individual children learn or document the progression of their learning over time.

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

The team is establishing the conditions to build the professional knowledge and expertise of kaiako to implement a responsive curriculum.

- A process for supporting the professional growth of kaiakohas been established. Leaders and kaiako are beginning to use this process to improve teaching practice.
- Leaders and kaiako take part in regular professional learning opportunities. Evidence documenting changes in kaiako practice because of the new learning acquired cannot yet be seen.
- Leaders and kaiako are supported by the service's strategic priorities to enact their commitment to tikanga Māori and te reo Māori. As a result, te reo and tikanga Māori are integrated into the daily curriculum well.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are yet to fully develop coherent systems, processes and practices to successfully implement and maintain high quality teaching practice.

- A system has been developed which supports leaders to engage in an internal evaluation process. At this time, it is not yet collaborative and does not yet scrutinise practice with a focus on children and their learning.
- Leaders are beginning to mentor kaiako to develop their teaching capabilities. This is yet to include critical feedback to enable kaiako to reflect on and modify their teaching practice.
- A philosophy statement supports leaders to enact some aspects of the service's vision. The philosophy does not yet fully align with the service's values and priorities for children's learning.

Stewardship through effective governance and management | Te Whakaruruhau

The service is establishing processes for consulting with parents, whānau and families about the vision, plans and priorities for improvement.

- A newly developed strategic plan promotes positive outcomes for children. Ongoing monitoring of the plan is not yet in place to ensure steps are being taken to meet the strategic vision.
- Leaders are beginning to work collaboratively with community initiatives and are focused on social outcomes for children and whānau.
- The required policies and procedures have been developed at this service. Ongoing monitoring is needed to ensure they are consistently implemented, and that health and safety requirements are maintained.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Nga Wawata Educare Limited completed and *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have not 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 Areas of Concern

ERO found area of concern in the service relating to:

- ensuring relevant emergency drills are carried out with children, and this is recorded on an at least three-monthly basis
- completing documentation required for excursions including the names of adults and children attending the excursions and parental permission for approval of adult: child ratios for special and regular excursions.

Licensing Criteria for Early Childhood Education and Care Centres 2008, HS7, HS8.

9 Where to next for improvement?

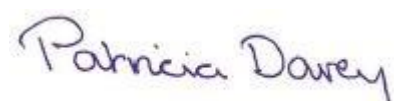
Nga Wawata Educare Limited will include the following actions in its quality improvement planning:

- Continue to build the professional knowledge of kaiako to intentionally assess and plan for children's learning in a way that extends their thinking and documents their learning and progress over time.
- Leaders and kaiako to develop a shared understanding of review and monitoring processes to ensure the consistent implementation of policies and procedures.

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)

17 December 2024

10 Information About the Service

Service Type	Education and care service
Number licenced for	30 children aged 2 over and over
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 52%, NZ European/Pākehā 15%, Samoan 9%, Cook Island 9%, Fijian 6%, Indian 6%, Tongan 3%
Service roll	21
Review team on site	August 2024
Date of this report	17 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, June 2019; Education Review, August 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 organisation 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.