

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Rotorua Community Creche and Kindergarten Inc.

**Profile Number:** 40049

**Location:** Utuhina, Rotorua

1 ERO's judgement of Rotorua Community Creche and Kindergarten Inc. 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

Rotorua Community Creche and Kindergarten Inc. is a mixed-age setting catering for infants, toddlers and young children. The early childhood qualified and registered centre manager holds responsibility for both the management and governance of the centre. She is supported by an administrative manager who oversees centre finances. The centre's philosophy values partnerships with parents where the knowledge, skills and aspirations of children and their whānau inform the curriculum.

## 4 Progress since the previous ERO report

The June 2021 ERO report identified improvement actions related to the effectiveness of the roles and responsibilities of governance, utilising leadership capability and responsiveness to all children's languages, cultures and identities. A good level of progress is evident following a complete change in management and governance, with the new manager developing clearly defined responsibilities for their respective roles. There has been limited progress to reflect and respond to children's languages and cultures as part of the curriculum and in documented assessment. Significant leadership change has hindered this being embedded.

## 5 Learning Conditions

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

The learning environment encourages exploration as part of a mixed-aged setting, where older children confidently take responsibility for their wellbeing and that of younger children.

- Children's independence is recognised and clearly fostered within a responsive enacted curriculum.
- Teachers deliberately encourage children's developing social and emotional competence and communication, and use agreed practices and strategies to facilitate groups of children to be active participants in their learning.
- Whānau voice positively influences the daily curriculum and is beginning to meaningfully influence individual planning. There is variability in how teachers intentionally plan to enhance and extend individual children's learning further.

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

Teachers increasingly take responsibility for leading their own professional growth and development.

- Collective capability is enhanced through a positive team culture and a collegial way of working.
- Innovative communication processes facilitate sharing of information pertinent to children's wellbeing and interests. This supports teaching practices that are more responsive to the individual needs of children.
- Quality improvement practices are in the early stages of informing shifts in practice. Teachers can articulate the impact of professional learning on outcomes for children, however, they are yet to use evaluation to determine what worked or didn't and for whom.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

The centre manager has established a culture of relational trust that is providing opportunities for team collaboration and an openness to change and improvement.

- A shared leadership approach recognises and utilises individual knowledge and strengths of teachers promoting a sense of agency.
- Leadership supports the enactment of the centre's philosophy. They are yet to work collaboratively with whānau to determine their priorities for children's learning.
- External professional mentoring provides ongoing support for the centre manager. She recognises the need to build her own mentoring skills to enhance the teaching and learning capabilities of the team.

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

Management is establishing an understanding of the role of governance.

- Following a focus on financial and operational sustainability, the wellbeing and learning of children is now increasingly at the forefront of decision making.
- Useful systems, processes, policies and procedures have been developed and support the team in maintaining regulatory requirements. The centre continues to establish human resource processes and practices that ensure a systematic approach to induction and professional growth.
- Management is continuing to build their understanding of strategic planning to better guide the direction of the centre. While current goals include a focus on improvement and outcomes for children, they are not yet clearly aligned to other quality improvement practices.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Rotorua Community Creche and Kindergarten Inc. 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?

Rotorua Community Creche and Kindergarten Inc. will include the following actions in its quality improvement planning:

- Establish clear expectations to guide assessment, planning and evaluation of children's learning in partnership with parents and whānau, to support consistency in practice.
- Determine, in partnership with whānau, the centre's priorities for children's learning to inform local curriculum design and improvement practices.
- Build leadership's knowledge and understanding of the purpose and use of internal evaluation to evidence what is working and for whom.

### 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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3 December 2024

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	38 children, including up to 8 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition Using rounded percentages	Māori 35%; NZ European/Pakeha 63%; Samoan 15%; Tongan 8%; Greek 8%; other ethnic groups 18%
Service roll	40
Review team on site	September 2024
Date of this report	3 December 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, June 2021; Education Review, August 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 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.
	<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.