



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Tokomaru Early Childhood Centre Inc.

Profile Number: 52548

Location: Tokomaru

1 ERO's judgement of Tokomaru Early Childhood Centre 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

Tokomaru Early Childhood Centre is a rural community-based centre governed by a parent committee. The service is located on school grounds. Since the 2022 ERO report there have been significant changes in governance, leadership and the teaching team. Parent committee membership changes on an annual basis. A new centre manager was appointed mid-2023, and a fixed-term head teacher role was established in 2024.

The centre's vision is to enhance the community by providing an environment where children are encouraged to explore and unearth their curiosity for learning. Approximately half of children who attend are Māori.

4 Progress since the previous ERO report

The 2022 ERO report identified two key next steps to progress. These were to strengthen the extent to which children's learning experiences respond to their identities, languages and cultures and continuing to develop the local curriculum to reflect things important to children, families, kaiako and the wider community. Changes in leadership and staffing have resulted in limited progress being made.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children's learning is supported through a play-based curriculum that is beginning to reflect aspects of *Te Whāriki*, the early childhood curriculum.

- Children's developing oral language and social and emotional competencies are well considered by teachers. Intentional teaching strategies specifically support children up to the age of three years and those requiring additional learning support.
- Teachers seek parent and whānau goals for their children and are working towards responding to these to enhance learning. Consideration of how learning experiences respond to children's cultures, languages and identities is at an early stage.
- Increasing the quality of assessment for learning has been an improvement focus for teachers. Children's progress in relation to the learning outcomes from *Te Whāriki* is beginning to be more frequently considered.

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

Leaders and teachers are taking useful steps to improve their professional knowledge of curriculum and teaching practice.

- Relevant professional learning is accessed that is aligned to the centre's improvement foci. Systems, processes and practices have changed as a result and are yet to be fully embedded.
- Teachers work collaboratively to develop shared understandings of improved teaching practices.
- External support is in place for leaders to build their leadership capabilities. They are utilising this knowledge to support team improvement.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The newly formed leadership team are in the process of implementing improved systems and practices that better support curriculum delivery.

- Leaders work collaboratively to enact the centre's vision, plans and priorities for children's learning. Recently revised learning priorities impact children's daily experiences.
- Leaders are considered in their approach to change management and improvement. They are building relational trust to enable collaboration.
- An internal evaluation framework that includes some useful features of evaluation for improvement is implemented. Some refinement is needed to ensure shared understanding of the purpose of evaluation and a clear focus on identifying what worked well and for which learners.

Stewardship through effective governance and management | Te Whakaruruhau

The parent committee is establishing their knowledge and governance processes to support improvements in operations, teaching and learning.

- The current committee have not undertaken formal induction into their role. They are considering external support to more fully understand their role and responsibilities.
- The committee is well apprised of actions taken and process changes across a range of management and curriculum areas. They have prioritised resourcing to build teacher capability and improve the learning environment.
- Committee decision making and progress towards strategic priorities are not clearly recorded. As a result, the committee is not well informed of why previous decisions have been made, whether their goals have been met or the impact these are having on children.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Tokomaru Early Childhood Centre 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?

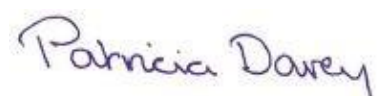
Tokomaru Early Childhood Centre Inc. will include the following actions in its quality improvement planning:

- Embed assessment for learning improvements to show children's progress in relation to priorities for learning and the learning outcomes from *Te Whāriki*.
- Engage teachers in professional learning focused on improving practices and response to children's cultures, languages and identities, and monitor the impact of this over time on children's outcomes.
- Strengthen evaluation by gathering useful data about children's learning to better understand how well changes are progressing service priorities and outcomes for learners.

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)

6 December 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	28 children aged 2 and over
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 46%, NZ European/Pākehā 50%, Fijian 4%
Service roll	24
Review team on site	October 2024
Date of this report	6 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review September 2022; Education Review, December 2019

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.