



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Buds and Blooms Childcare Centre

Profile Number: 47143

Location: Favona, Auckland

1 ERO's judgement of Buds and Blooms Childcare Centre 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

Buds and Blooms Childcare Centre, formerly known as Peter Pan Childcare, was purchased in 2023 by a new owner. This is one of two services privately owned by the service provider who is responsible for governance and management. A centre supervisor is responsible for the day-to-day operations and leads a team of qualified and unqualified teachers. Many teachers are recently appointed. Infants, toddlers and older children each have separate learning spaces. The service philosophy values children as competent, active explorers, reflects *Te Whāriki*, the early childhood curriculum, alongside Christian faith-based teaching and learning. Children, families and teachers reflect the diverse cultures of the local community.

4 Progress since the previous ERO report

The 2019 ERO report did not include key next steps. This is the first review under new ownership since September 2023. The new owner has prioritised rebuilding the teaching team, increasing enrolments, ensuring a sense of belonging, and building relationships with children and their families.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Learning focused partnerships between teachers, parents and whānau that support children's learning and development are being established.

- The service has established good relationships with parents and whānau. They are working towards establishing learning focused partnerships that informs the local curriculum and have identified this as an area for growth.
- Children's sense of belonging and well-being are prioritised through respectful, responsive teacher practices/interactions. These are clearly aligned with the centre philosophy and Christian faith-based teaching and learning within a culturally responsive curriculum.
- Parents contribute to and are involved in events and cultural celebrations. Language, culture and identity is visible in planning and assessment documentation. Teachers' practices and the environment value children's home languages and cultural identities.

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

Leaders and teachers are taking steps to improve their professional knowledge and capabilities to provide a responsive curriculum for all learners.

- A professional growth cycle has been established to build teachers' capability. While there is a commitment to ongoing mentoring from management, the process is still to be fully implemented by all teachers.
- Regular, relevant professional development opportunities are available. Teachers are yet to evaluate the impact of these on their practice and children's learning.
- Assessment and planning documentation is beginning to reflect aspects of *Te Whāriki*. Teachers are building their knowledge and understanding to effectively document children's learning and progress over time.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders foster a culture of collaboration and are yet to fully implement processes and systems to provide high quality teaching practice.

- Leaders continue to develop relational trust and promote a growth mindset amongst the teaching team. They are establishing the conditions to implement a responsive curriculum.
- Leaders have been intentional in appointing teachers from diverse cultural backgrounds to support a culturally responsive curriculum. They value and celebrate te reo Māori and tikanga Māori and integrate aspects of Pacific languages and values into the daily programme.
- Leaders and teachers are at an early stage of implementing a framework for internal evaluation. They are working on building shared understanding and collective capability to do and use internal evaluation.

Stewardship through effective governance and management | Te Whakaruruhau

The service owner has established systems and processes with a focus on priorities for improvement.

- Children's learning and wellbeing is a key focus for decisions at a governance level. Leaders are beginning to identify barriers to support children's learning and development.
- A newly developed strategic plan promotes positive outcomes for children. This is yet to be monitored and evaluated to ensure actions are implemented to meet the strategic goals.
- Governance and management have established and implemented useful systems and processes to monitor and ensure regulatory requirements are being maintained.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Buds and Blooms Childcare Centre 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?

Buds and Blooms Childcare Centre will include the following actions in its quality improvement planning:

- Leaders to build teachers' professional knowledge and understanding of *Te Whāriki*, to effectively assess and document, children's learning and progress over time.
- Develop learning focused partnerships with parents and whānau to inform what matters most for their local curriculum.

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)

16 January 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	60 children, including up to 20 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 3%; NZ European/Pākehā 10%; Samoan 40%; Tongan 10%; Other Pacific ethnicities 4%; Fiji Indian 7%; India Indian 16%; Filipino 7%; other ethnicities 3%
Service roll	48
Review team on site	October 2024
Date of this report	16 January 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, May 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.