



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Tuitui Educare

Profile Number: 46739

Location: Manurewa, Auckland

1 ERO's judgement of Tuitui Educare 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

Tuitui Educare is governed, managed and led by a qualified service provider/

director. A recently appointed curriculum support manager, five qualified teachers, two staff members and a cook make up the team. Some children of Māori heritage attend, some are of Indian heritage. Teachers reflect the diverse ethnic groups in the community. The name of the service honours Mama Tuitui Moana, who is remembered as the kaitiaki (guardian) of the service.

4 Progress since the previous ERO report

This is the first ERO review of Tuitui Educare, which opened under new ownership in June 2021. The service has maintained compliance and is meeting regulatory requirements at the time of the review.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service's curriculum reflects the principles, strands and goals of *Te Whāriki*, the early childhood curriculum, and parents, whānau and families have opportunities to share information about their child's language and culture.

- Leaders and teachers have built relationships with parents, they share their aspirations for their children and participate in relevant cultural celebrations. Children's assessment documentation is yet to consistently show teachers' responses to parental aspirations and children's languages and cultures and identities.
- Older children demonstrate belonging, teachers promote oral language development and are available for support, facilitation, comfort and care. Infants experience a calm environment, and teachers ensure their care routines are met responsively.
- Programme planning is through the provision of activities aligned with a chosen theme and children's interests. Documenting the use of teaching strategies and children's progress overtime, in relation to the learning outcomes from *Te Whāriki*, is yet to be evident.

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

Leaders and teachers are taking steps to improve their knowledge of curriculum and assessment for learning, they are continuing to grow their understanding of using *Te Whāriki* to inform their practice.

- Leaders prioritise access to relevant professional learning and development for teachers, there are regular opportunities to collaborate and share their ideas. They have yet to identify shifts in practice and their impact in relation to outcomes for children.
- Teachers are an early stage of providing a bicultural curriculum. Some Pacific values and aspects of other diverse cultures are reflected in the programme.
- Leaders and teachers collaborate with parents and external agencies. This promotes positive outcomes for children with additional learning needs.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are establishing the systems, processes and conditions to do and use evaluation for improvement.

- Leaders have accessed relevant external expertise and are at the early stages of developing their internal evaluation practices. Documented internal evaluation practices are yet to evidence the impact of changes made in relation to children learning.
- The director is working towards building a culture of relational trust, amongst the recently appointed teaching team and curriculum leader. This supports teachers to develop their individual capability through participation in a relevant mentoring relationship.
- Leaders and teachers promote children's health, safety and wellbeing. They use a suitable framework for reviewing policies and practices with parents.

Stewardship through effective governance and management | Te Whakaruruhau

The service is at an early stage of developing the vision, plans and priorities for improvement in consultation with parents and whānau, and the teaching team.

- Governance has developed a philosophy alongside teachers and whānau. The philosophy is not yet explicit in reflecting *Te Whāriki* and its bicultural intent.
- Some initiatives are in place to promote equity of access. This enables the participation of children and their whānau.
- Governance enables teachers to access professional learning to grow their teaching practice. Teachers are working towards implementing a responsive curriculum.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Tuitui Educare 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?

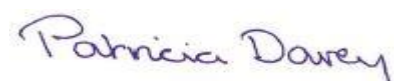
Tuitui Educare will include the following actions in its quality improvement planning:

- Improve assessment and planning documentation to increase the visibility of teachers' responses to parental aspirations and children's identities, languages and cultures.
- Leaders and teachers to grow their knowledge and understanding of the valued outcomes in *Te Whāriki* and use it to inform the philosophy and curriculum.
- Leaders and teachers to develop a shared understanding about using internal evaluation to monitor and report on the impact of their systems and processes in relation to outcomes for children.

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 January 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 20 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 21%, NZ European/Pākehā 11%, Indian 34%, Samoan 11%, Cook Island 9%, Filipino 9%, Fijian 6%, other Pacific Island 2%, other ethnic groups 9%
Service roll	47
Review team on site	September 2024
Date of this report	17 January 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, November 2019 under previous ownership

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.