



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Sunny Side Early Educare

Profile Number: 46502

Location: Melville, Hamilton

1 ERO's judgement of Sunny Side Early 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

At Sunny Side Early Educare the qualified centre owner provides governance and works alongside a head teacher to support curriculum delivery and daily operations. The diverse, and mostly long-serving, teaching team facilitate children's education and care in two aged-based rooms with a shared outdoor area. The service's philosophy places emphasis on children having a right to education suited to their needs, level of development, and cultural background. The service is open longer hours to accommodate most of the families who work at Waikato Hospital.

4 Progress since the previous ERO report

The service's last report was an Akanuku | Assurance review completed in August 2021. Since that time the service has met and maintained compliance with regulatory standards.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children's needs are responded to within a predictable and structured environment that allows them to learn alongside their peers.

- Children learn in an environment that prioritises teacher-led activities which align with parents' wishes. There are some opportunities for children to make decisions about their play and have choice.
- Children and their families benefit from informal conversations between teachers and parents. These support children's care routines, well-being and sense of belonging.
- Individual and group planning and assessment is established and shows children's involvement in the curriculum. These are yet to strongly reflect parent goals for their child's learning and the valued learning outcomes from *Te Whāriki*, the early childhood curriculum.

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

Systems, practices and processes are being established to support teachers to build their professional knowledge and cultural capabilities.

- A professional growth cycle for teachers and leaders is yet to be formally established and implemented. This is currently hindering teachers' ongoing growth in supporting positive outcomes for children.
- Teachers have regular opportunities to engage in professional learning. There is evidence of reflection on some of this learning which has resulted in changes to teaching practices.
- Parents are beginning to share their home cultures, and some pertinent cultural celebrations take place. Teachers are building their confidence to reflect and celebrate each child's culture through the curriculum and associated records.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership is taking steps to build the collective capability of the teaching team.

- Relational trust continues to build between teaching staff, leadership and governance. This supports collaboration and information sharing.
- Internal evaluation practices are at an early stage after recent professional learning to grow teachers' and leaders' understanding of the process. Documented evaluations are yet to promote significant long-term changes that impact on the environment and shape improvement to benefit children.
- Leadership is informally mentoring and supporting teachers' ongoing growth. Due to limited documented processes and the newness of systems, the effectiveness of this is not known.

Stewardship through effective governance and management | Te Whakaruruhau

Aspects of children's learning and well-being are considered in decision making.

- Governance works collaboratively with external agencies and in partnership with parents. This ensures parents are supported and that children with additional needs are included and benefit from the programme alongside their peers.
- Governance implements some equity practices. These remove barriers and enable access to, and participation in, the centre for children and their families.
- Roles and responsibilities of leadership and governance are not clearly defined. A strategic plan that identifies and informs the centre's priorities is not developed.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Sunny Side Early 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?

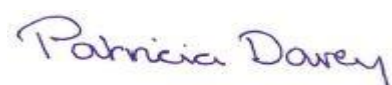
Sunny Side Early Educare will include the following actions in its quality improvement planning:

- Intentionally use the learning outcomes from *Te Whāriki* in assessment and planning practices that are informed by parents' goals for their child.
- Implement a professional growth cycle to support teachers' shifts in practice that impact positively on children's learning and development.
- Do and use internal evaluation to foster ongoing positive improvement that supports groups of children's learning.

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)

21 January 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	42 children, including up to 12 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 7%, NZ European/Pākehā 28%, Indian 35%, Filipino 28%, Fijian 4%, other ethnic groups 2%
Service roll	44
Review team on site	October 2024
Date of this report	21 January 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, August 2021; Education Review, October 2018

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.