



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Nurturing Hearts Early Learning Centre

Profile Number: 20172

Location: New Lynn, Auckland

1 ERO’s judgement of Nurturing Hearts Early Learning Centre is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
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
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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

Nurturing Hearts Early Learning Centre is one of 14 services owned by Childcare & Learning Group (NZ). The service has two learning spaces which provide education and care for different age groups of children. A centre manager and deputy manager oversee the day-to-day running of the service, supported by an operations manager. The service has undergone significant staff changes since the previous ERO review. The philosophy is based on 'children are the heart of the matter, relationships, empowerment, holistic development and the environment.'

4 Progress since the previous ERO report

The 2022 ERO report identified two improvement actions related to the curriculum. These were to improve the extent to which assessment information shows children's progress in learning over time and reflects their individual identity, languages, and cultures. Limited progress has been made and these areas require further development.

Assessment of children's learning shows their preferred ways of learning, interests and milestones. Planning and assessment documentation is yet to show how children are progressing within the learning outcomes of *Te Whariki*, the early childhood curriculum, or towards the goals parents' have identified for them. Teachers are beginning to gather information on children's cultures at enrolment and are at the early stages of using this to inform the curriculum.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Whanaungatanga underpins the service's curriculum and learning priorities.

- Teachers know children and their whānau well. Parents are welcomed and take opportunities to engage with teachers and their children within the learning community.
- Teachers intentionally support children including infants and toddlers to become capable and competent leaders of their own learning. Social and emotional competence and oral language skill development are prioritised.
- Assessment and planning for learning is yet to show how children's learning is progressing over time.

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

Teachers are taking steps to improve their professional knowledge of teaching and learning.

- There are clear expectations that teachers undertake relevant professional learning aligned to the organisation's vision and values to build their understanding and capability of *Te Whāriki*, the early childhood curriculum.
- Relevant, collaborative professional learning and development is implemented to support the range of teaching experience across the team.
- The service is yet to build teacher capability to clearly identify the impact of teaching strategies on outcomes for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership purposefully role models the implementation of a responsive curriculum, clearly aligned to *Te Whāriki*, to support improvement.

- Intentional use of strategies for supporting children's developing social and emotional skills, respect and trust is evident across the teaching team.
- Role modelling of waiata, kapa haka and aspects of tikanga Māori support teachers and children to demonstrate their competence in the bicultural curriculum.
- Ongoing collaborative self-review and regular staff meetings have a clear focus on developing systems and processes aligned to quality improvement. A good understanding of aspects of evaluation is evident and leaders continue to build their knowledge of effective internal evaluation.

Stewardship through effective governance and management | Te Whakaruruhau

Systems and processes are embedded to refine and implement strategic priorities and promote organisational sustainability.

- Recruitment and induction of new teachers is an ongoing focus. Well-developed systems are implemented to support these teachers, including overseas trained teachers, to build their understanding and capability to implement *Te Whāriki*.
- Regular leadership meetings support policy review and implementation of consistent health and safety practices across the organisation.
- Organisation-wide curriculum guidelines to build shared expectations and support consistent planning, assessment and evaluation practices, are not yet in place.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Nurturing Hearts Early Learning 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?

Nurturing Hearts Early Learning Centre will include the following actions in its quality improvement planning:

- Strengthen planning and assessment for individual children's learning to reflect their cultures, languages and identity as learners and show progress in learning over time.

Childcare & Learning Group will include the following actions in its quality improvement planning:

- Develop and implement effective guidelines outlining clear processes for planning, assessment and evaluation of children's learning that meet the expectations of *Te Whāriki*.
- Strengthen the evaluative aspects of the organisation wide professional growth cycle to promote teachers understanding of how well changes to their teaching practice are improving 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)

14 January 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, including up to 18 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition Using rounded percentages	Māori 10 %; NZ European/Pakeha 18 %; Indian 29%; Chinese 6%; Samoan 5%; Cook Island 4%; Tokelau 2%
Service roll	50
Review team on site	September 2024
Date of this report	14 January 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, October 2022; Education Review, August 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 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.
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.