



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Happy Hive Early Learning Centre

Profile Number: 48011

Location: Greenhithe, Auckland

1 ERO's judgement of Happy Hive Early Learning 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

Happy Hive Early Learning Centre is one of two services operating under the same ownership since 2022. A qualified supervisor, with support from the service owner, leads a team of qualified teachers and unqualified staff. A small number of Māori learners are enrolled. The teaching team reflects the diverse cultural background of the children attending.

## 4 Progress since the previous ERO report

This is the first ERO review of the service.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Centre leaders and teachers are beginning to use learning outcomes and are in the early stages of developing a curriculum that reflects *Te Whāriki*, the early childhood curriculum.

- Teachers are building relationships with parents and whānau. Some level of parent involvement and contribution is evident through children's individual learning plans and centre-wide events.
- Infants experience a calm and unhurried environment. Their wellbeing and sense of belonging is supported by primary caregiving from the teachers.
- Individual children's languages and cultures are valued but yet to be made visible in the environment and children's assessment records. Te reo Māori and tikanga Māori have been identified by leaders as an area of growth.

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

Teachers and leaders are taking steps to improve collaborative professional knowledge with a focus on assessment, planning and evaluation.

- Regular professional learning opportunities are available for teachers to support their understanding of quality teaching practices. Teachers are beginning to reflect on their new knowledge from professional learning and consider the impact for children as a result of these new learnings.
- A professional growth cycle has been established with the support from an experienced external mentor. Teachers are at the early stages of implementation of this cycle to further strengthen their practice.
- There is an established system for internal evaluation, developed and led by the experienced external mentor. The service is working toward building teachers' shared understanding and capabilities to do and use evaluation for improvement.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leaders work with an external mentor to build the capability of the teaching team and improve quality for children's learning.

- Leaders develop and implement systems, processes and practices that support the wellbeing of the children.
- Leaders are taking steps to build relational trust within the teaching team.
- Leaders promote a shared understanding of the service's philosophy and priority for children's learning. They have been intentional in appointing teachers from diverse cultural backgrounds to support curriculum implementation and remove some barriers for children's learning.

### **Stewardship through effective governance and management | Te Whakaruruhau**

The service has developed foundational policies and procedures to guide teachers' practice.

- Leaders have a clear vision for the service. The focus for the leadership team has been to establish a stable teaching team.
- A strategic plan is being developed with the support of an external consultancy group.
- The centre owner and leaders, with support from the external mentor, have identified a priority of supporting the teaching team to implement a local curriculum that will reflect what matters most for their context.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Happy Hive 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?

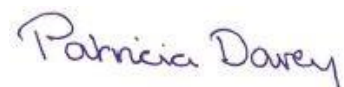
Happy Hive Early Learning Centre will include the following actions in its quality improvement planning:

- Deepen teachers' and leaders' shared understanding of *Te Whāriki*, the early childhood curriculum, to strengthen a localised curriculum that recognises what matters most for the children at this service.
- Enhance teachers' understanding of a bicultural curriculum and increase the use of te reo Māori for children to experience as part of the curriculum.
- Further develop staff capability to focus on outcomes for learners as a result of improved practices through the professional growth cycle.

#### 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)

10 February 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	55 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 15%, NZ European/Pākehā 35%, Samoan 12%, Chinese 23%, Korean 12%, Russian 8%.
Service roll	26
Review team on site	October 2024
Date of this report	10 February 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	First ERO report for the service

### 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)*.

	<b>Above the threshold for quality</b>
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.
	<b>Below the threshold for quality</b>
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.