



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Tiny Voices Silverdale

Profile Number: 47851

Location: Silverdale, Auckland

1 ERO's judgement of Tiny Voices Silverdale 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

Tiny Voices Silverdale is one of five services under shared ownership by the Tiny Voices organisation. A qualified general manager/owner is supported by a centre manager with oversight for the Silverdale and Hobsonville services. The purpose-built facility opened in 2020. Each of the five learning spaces has a head teacher. The teaching team is stable except for the recent departure of the centre manager. The service's philosophy values child-led play and relationships to ensure children see themselves as strong, competent, capable learners.

4 Progress since the previous ERO report

There were no key next steps for the service to respond to in ERO's 2022 Akanuku | Assurance report.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children are well supported to lead their own learning and actively engage in the curriculum.

- Teachers are responsive to infants and toddler's interests and developing capabilities.
- Children are supported by teachers to engage in 'tiny moments' including excursions that extend learning in real-life contexts and promote their wellbeing and sense of belonging.
- Cultural celebrations and aspects of tikanga Māori are evident. Further work is required to integrate te reo Māori through the daily programme and to reflect children's cultures and languages within individual assessment documentation and in the learning environment.

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

Leaders and teachers are increasingly supported to build their professional knowledge to design and implement a responsive curriculum.

- An inquiry-based, professional growth cycle supports leaders and teachers to reflect on their practice in relation to the service's priorities for children's learning.
- Teaching teams are well supported to engage in relevant professional learning and development.
- Leaders and teachers are yet to consistently identify the impact of professional learning on outcomes for learners.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Management is establishing the conditions to develop leadership capability to support quality teaching.

- Collaborative self-review relevant to aspects of the curriculum is responsive to the learning needs of children.
- Leaders foster collaboration amongst teachers. They focus on making improvements to support children to engage in the curriculum.
- Leaders support their teaching team to further unpack the expectations of *Te Whāriki*, the early childhood curriculum, in relation to more consistently implementing assessment, planning and evaluation processes.

Stewardship through effective governance and management | Te Whakaruruhau

Governance and management intentionally allocate resources clearly aligned to the service's philosophy, vision and goals.

- A positive working environment supports low turnover of staff and a culture of relational trust.
- The services' strategic plan sets the direction for improvement, aligned to the identified priorities for children's learning.
- The Tiny Voices organisation has identified that leaders require support to help them develop the capability to effectively mentor teaching teams.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Tiny Voices Silverdale 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?


Tiny Voices Silverdale will include the following actions in its quality improvement planning:

- Develop and implement effective guidelines that outline clear processes for planning, assessment and evaluation of children's learning that meet the expectations of *Te Whāriki*.
- For governance and management to intentionally build leaders' capability to more effectively mentor teachers and identify the impact of professional learning on 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)

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9 Information About the Service

Service Type	Education and care service
Number licenced for	150 children, including up to 32 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 14%, NZ European/Pākehā 95%, Samoan 6%, other Pacific groups 3%
Service roll	105
Review team on site	November 2024
Date of this report	17 February 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, September 2022

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.