



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Tiny Voices Hobsonville

Profile Number: 47846

Location: Hobsonville, Auckland

## 1 ERO’s judgement of Tiny Voices Hobsonville 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 Hobsonville 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 Hobsonville and Silverdale services. The purpose-built facility opened in 2020. Each of the five learning spaces has a head teacher. The teaching team is stable. The service's philosophy values working in partnership with the community where children learn through real life experiences.

## 4 Progress since the previous ERO report

Little progress has been made in relation to the key next step identified in ERO's 2022 Akanuku | Assurance report. This was for leaders and teachers to continue to build a shared understanding of te ao Māori to provide a bicultural curriculum for children.

## 5 Learning Conditions

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

Children have well-considered opportunities to engage in a range of meaningful experiences that support their developing capabilities and extend their interests.

- Infants and toddlers benefit from an unhurried, calm learning environment where teachers are responsive to their individual needs. There are regular, meaningful opportunities for parents and whānau to share their cultures with teachers and infants.
- 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. Children play well with and alongside others.
- 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 taking steps 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 the 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 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 Hobsonville 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 Hobsonville 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 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.](#)



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## 9 Information About the Service

Service Type	Education and care service
Number licenced for	150 children, including up to 35 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 9%, NZ European/Pākehā 51% Samoan 3%, other Pacific groups 7%, other ethnic groups 31%
Service roll	131
Review team on site	November 2024
Date of this report	17 February 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, October 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)*.

	<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.