



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Ōtātara Children’s Centre

Profile Number: 55050

Location: Taradale, Napier

1 ERO’s judgement of Ōtātara Children’s 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
------------------------------	----------------------	-------------------------

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

Ōtātara Children's Centre is a community-based service governed by a board at Te Pūkenga, New Zealand Institute of Skills and Technology. Daily operations and practices are overseen by the manager and two team leaders across two aged-based areas. The philosophy of the service is based on respectful relationships, playful, curious, confident and competent learners, and giving emphasis to the Māori values of manaakitanga, whanaungatanga, and kaitiakitanga.

Due to the impact of Cyclone Gabrielle the service was temporarily relocated. It returned to its present location in October 2023.

4 Progress since the previous ERO report

The 2021 ERO report indicated the key next step to strengthen consistency of assessment, planning and evaluation to demonstrate a better understanding of children's learning, their interests, whānau and life context. A good level of progress is evident. Curriculum assessment, planning and evaluation is aligned to service priorities for learning and the centre philosophy. Leaders are intentional in supporting teachers' understanding in this area. A range of professional learning and development is being attended to support them. There is a consistent approach to children's individual planning.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Learning-focused partnerships with parents support teachers' provision of a rich, responsive curriculum.

- Teachers intentionally seek and respond to parents' goals and knowledge. This is woven into assessment narratives and used to get deeper knowledge and understanding about the child's life context.
- Te reo Māori and tikanga Māori is evident in routines, rituals and daily interactions. Children's culture, language and identity is celebrated to enhance their sense of belonging.
- A range of intentional teaching strategies are used to extend children's curiosity, foster independence, encourage social competence, and develop language. Teachers of infants and toddlers respond effectively to children's non-verbal cues and preferences and follow children's interests.

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

Children's learning is supported by leaders' and teachers' participation in relevant professional learning and development aligned to children's wellbeing and service priorities.

- Reviews are undertaken that are change and improvement focused.
- Teachers are building their collective understanding of effective evaluation for improvement. They are yet to use evaluation to know the impact of changes in teaching for individuals and groups of children.
- Leaders and teachers are continuing to build their professional knowledge and expertise to design and implement a curriculum that is responsive to all children. Reflection of children's cultures, languages and identities through the curriculum is a professional learning priority.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders continue to build relational trust to enable collaboration for improvement.

- Leadership between and within the teaching teams fosters consistency of communication and collaborative ways of working across the service.
- Leaders are clearly focused on supporting the wellbeing of children, whānau and the community. They have identified barriers to learning and are considering ways to reduce these.
- A deliberate and considered approach is evident to support children's transitions throughout a time of community change. Transitions are responsive to the individual needs of each child and their whānau and support the continuity of learning.

Stewardship through effective governance and management | Te Whakaruruhau

The organisation works collaboratively with relevant agencies and community organisation groups to support educational and social outcomes for children, their parents and whānau.

- Relationships with local agencies and communities of learning have enabled continued operation of the service and supported children's learning in response to external factors.
- Those responsible for governance and management have clearly defined responsibilities. Governance has embedded the intent of the Articles of Te Tiriti o Waitangi in its plans, policies and practices and is intentional in supporting Māori children to maintain a secure sense of their cultural identity.
- Children's learning and wellbeing is considered in decision making.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Ōtātara Children’s 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?

Ōtātara Children’s Centre will include the following actions in its quality improvement planning:

- Further strengthen shared knowledge and understanding of effective internal evaluation to build collective capability across the service.
- Build teachers’ capability to know how effective changes in their practice have been in improving children’s outcomes, and for which individuals and groups of 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

Patricia Davey
Director of Early Childhood Education (ECE)

17 February 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	61 children, including up to 20 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 38%, NZ European/Pākehā 73%
Service roll	60
Review team on site	23 October 2024
Date of this report	17 February 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, May 2021; Education Review, June 2020

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.