



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: KaTui Early Childhood Learning Centre

Profile Number: 45589

Location: Kaikohe

1 ERO's judgement of KaTui Early Childhood 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

KaTui Early Childhood Learning Centre is located on spacious grounds which includes a separate facility and play area for infants and toddlers. The environment is a major part of the service's philosophy along with the aim to enhance whanaungatanga. Children and families attending the service are mainly of Māori heritage. Since ERO's previous review the service has undergone significant staff changes including to leadership roles and are working to build the capability of the new team.

4 Progress since the previous ERO report

The service has made good progress since ERO's Akanuku | Assurance report in 2021. There are no areas of concern to be reported. Systems and processes to maintain regulatory compliance are being implemented.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service is taking steps to identify its priorities for children's learning and is at an early stage of using these to inform its curriculum.

- Teaching practices demonstrate that trusting and respectful relationships with children have been developed. Those who work with infants and toddlers are responsive to their verbal and non-verbal cues.
- Teaching strategies that recognise success for Māori children are at the beginning stages of being integrated. Increased opportunities for whānau to contribute to the development of a culturally responsive curriculum is required.
- For some groups of children there is a newly implemented assessment process where learning outcomes from *Te Whāriki*, the early childhood curriculum are a basis for assessment of learning. This is yet to be consistently implemented to make all children's learning evident.

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

The service has not yet established the conditions to support leaders and teachers to build their professional knowledge, expertise and cultural competence to design and implement the service's curriculum.

- The service is at the early stages of developing a professional growth cycle and obtaining appropriate mentors for leaders. This is required to support and grow teachers' capabilities and teaching practices.
- Leaders and teachers are provided with opportunities to attend external professional learning and development to grow practice.
- Leaders and teachers are yet to inquire into aspects of their practice and show how this has impacted on teaching practices or children's learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service is yet to implement the conditions that develop leadership capability to enable quality teaching.

- The service has a philosophy which is yet to be reviewed by the newly established team of leaders and teachers. It needs to be revisited to incorporate and reflect the whānau, kaupapa and community of learners it serves.
- Leaders and teachers are yet to develop or promote a shared understanding of the service's values, vision, plans and priorities to enable them to be enacted.
- A system of internal evaluation is yet to be fully implemented to help leaders and teacher monitor and evaluate how change made impact for learners. Leaders and teachers now need to build a collective understanding of how to do and use evaluation processes to drive improvement.

Stewardship through effective governance and management | Te Whakaruruhau

The service's planning and priorities for improvement are being developed.

- Leaders have developed the strategic priorities for the service. They are yet to evaluate and monitor any actions taken towards achieving these priorities.
- Governance, management, the teaching team and whānau do not yet have a shared understanding of the service's priorities which have a strong focus on positive outcomes for children.
- The service is establishing processes to review policies and procedures to guide teacher practice and support the ongoing maintenance of regulatory compliance.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of KaTui Early Childhood 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 requirement.

8 Where to next for improvement?

KaTui Early Childhood Learning Centre will include the following actions in its quality improvement planning:

- Collaboratively evaluate how well current systems and processes improve outcomes for all children and make changes as required to support ongoing improvement in relation to:
 - enactment of the service's philosophy
 - improved teacher practices and having shared understandings of *Te Whāriki*
 - progress towards the service's identified priorities.

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)

17 February 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 86%, NZ European/Pākehā 5%, Samoan 2%, Tongan 2%, Fijian 2%, Indian 2%
Service roll	37
Review team on site	September 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, May 2017

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.