



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: MiniDale Explorers

Profile Number: 47923

Location: Whangaparaoa, Auckland

## 1 ERO’s judgement of MiniDale Explorers 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
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## 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

MiniDale Explorers is one of four services under the same ownership. The service is purpose-built and provides education and care for children in six learning spaces. The owner, who is a registered teacher is actively involved in the service. Two centre managers share the role to lead the teaching team and oversee daily operations, including administration and curriculum development.

## 4 Progress since the previous ERO report

This report is ERO's first evaluation of the service.

## 5 Learning Conditions

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

The enacted curriculum provides children with many opportunities to learn across the breadth and depth of *Te Whāriki* the early childhood curriculum. Curriculum and assessment information is beginning to reflect the learning outcomes in *Te Whāriki*, to make aspects of children's learning visible.

- A play-based curriculum has been implemented and is supported by teachers who know children well. The development of children's independence and leadership skills is fostered through the provision of opportunities for them to engage in decision-making.
- Children benefit from a curriculum that naturally weaves in mathematical and literacy concepts in an age-appropriate way. This enables children to use these concepts with purpose and meaning.
- Different levels of planning for children's learning have been developed which include individual development plans, group and daily planning, and weekly reflections. However, the current planning framework does not incorporate an evaluation component that deliberately assesses the effectiveness of these plans in facilitating children's learning in relation to desired learning outcomes.

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

The conditions which support leaders and teachers to build their professional knowledge are being established, evaluation which determines impact on outcomes for learners is not yet visible.

- Through the use of a recently implemented system professional growth cycle, teachers take responsibility for their own professional learning. They have not yet completed a full cycle, so shifts in practice, and change which impacts learners is not yet evident.
- Leaders and teachers engage in reflection and inquiry regarding various elements of their practice. However, they have not yet considered what is effective and the reasons behind it, nor have they examined what is ineffective and for whom. This understanding is essential for implementing evidence-based changes and evaluating their impact.
- Leaders and kaiako have begun to consider how they can strengthen their cultural competencies to work with Māori and Pacific learners. They are developing a shared understanding on what good practice for Māori learners and their whānau looks like at this service although this is not yet evidenced or monitored for impact.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders are beginning to enact some aspects of the service's vision, plans and priorities for improvement.

- A philosophy statement has been developed for the wider organisation. The team has begun to consider how it can be responsive to this community.
- Leaders are actively working to establish relational trust, which facilitates collaboration for improvement. However, the implementation of coaching and mentoring that incorporates practice observations, critical feedback, and thorough examination of practices has not yet been realised.
- A process of internal evaluation has been developed. However, it does not yet align with the strategic priorities of the service.

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

A strategic plan focused on business improvement is used across the group of services. The plan is yet to consider targeted improvements for learners.

- The owner identifies and nurtures the potential of future leaders, a practice that has remained consistent across the services in this group. As a result, many teachers have progressed in their professional roles from teaching to leadership positions.
- Policies, procedures and systems are consistently implemented to meet requirements across services.
- Respectful relationships with parents are maintained and leaders work collaboratively with external agencies to support children's learning and wellbeing.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of MiniDale Explorers 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?

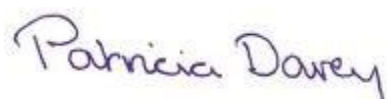
MiniDale Explorers will include the following actions in its quality improvement planning:

- For teachers to strengthen evaluation practices to identify how well the planned curriculum is meeting the needs of learners in relation to the learning outcomes in *Te Whāriki*.
- For service leaders to develop strategic priorities specific to the needs of this service to improve provision 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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Director of Early Childhood Education (ECE)

17 February 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	108 children, including up to 20 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 1%, NZ European/Pākehā 51%, Asian 17%, European 9%, Indian 8%, South African 8%, other ethnicities 7%
Service roll	100
Review team on site	August 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>	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.