



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Tiny Explorers Early Learning Centre

Profile Number: 47379

Location: Warkworth

1 ERO's judgement of Tiny Explorers Early 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

Tiny Explorers Early Learning Centre is one of four services under the same ownership. The service is purpose-built and provides education and care for children in four learning spaces. The owner, a registered teacher, supports a manager to oversee operations and the curriculum. They are supported by room leaders and a team of teachers and support staff.

4 Progress since the previous ERO report

Due to a change of ownership, ERO undertook an Akanuku | Assurance review in 2019. At that time, ERO found the service was taking appropriate measures to fulfil its regulatory requirements.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers plan for and provide a curriculum that is inclusive and reflects *Te Whāriki*, the early childhood curriculum.

- Teachers provide an environment in which trusting and respectful relationships with children have been developed. Interactions are responsive to children's needs and support their experimentation and exploration.
- Children benefit from a curriculum that naturally weaves in mathematical and literacy concepts. This enables children to explore these concepts independently within their play with meaning and purpose.
- Assessment and planning for children's learning is visible and is targeted through individual and group plans along with weekly reflections. Leaders have identified that they now need to build the collective capacity of the teachers to consider teaching and learning in relation to the learning outcomes in *Te Whāriki*.

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

Leaders increasingly support and enable teachers to build their professional knowledge and cultural competence.

- Teachers take responsibility for their own professional learning and work collaboratively to subject their teaching practices to ongoing enquiry using critical mentor feedback for improvement.
- Leaders and teachers are provided with leadership opportunities to enhance capability and support succession planning.
- Leaders and teachers are committed to the development of knowledge and practice that promotes success for Māori children. Children have opportunities to hear basic kupu Māori and engage in waiata and tikanga Māori practices.

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 continue to build the relational trust which enables collaboration for improvement.
- A system of internal evaluation is in place which shows collaborative learning and shifts in teaching practice. The process does not yet include evaluative questions or indicators to help leaders and teachers monitor and evaluate shifts in practice and impacts on outcomes for learners.

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 leader identifies and fosters future leaders which has been consistent across the groups of services under this ownership. As a result, many teachers have developed in their roles as teachers to leaders.
- Policies, procedures and systems are consistently implemented to meet requirements across services.
- Respectful relationships with parents are maintained and leaders are working 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 Tiny Explorers Early 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 requirements.

8 Where to next for improvement?

Tiny Explorers Early Learning Centre will include the following actions in its quality improvement planning:

- Build collective capability of the teaching team to intentionally use the learning outcomes of *Te Whāriki* to identify impacts of planning and assessment on children's learning.
- Improve internal evaluation by identifying the impact of changes or improvement on children's learning.
- 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.](#)



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	98 children, including up to 18 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 9%, NZ European/Pākehā 71%, South African 5%, other ethnicities 16%.
Service roll	105
Review team on site	August 2024
Date of this report	17 February 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, November 2019

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.