

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Northcote Point Community Creche

**Profile Number:** 20119

**Location:** Auckland

1 ERO's judgement of Northcote Point Community Creche 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

Northcote Point Community Creche is a non-profit community service. Since ERO's previous review a new head teacher has been appointed and some staff are new. The head teacher is responsible for day-to-day operations and curriculum delivery, supported by a governance committee. Children play and learn in a mixed-age setting. The service's philosophy values a sense of connection, community and respectful positive relationships.

## 4 Progress since the previous ERO report

ERO's 2022 report was an Akanuku | Assurance Review which focused on regulatory compliance. The new head teacher has strengthened foundational compliance. The newly established teaching team have a shared vision and understanding of the expectations and responsibilities in this area.

## 5 Learning Conditions

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

The service's curriculum is beginning to reflect and respond to some priorities for children's learning.

- Infants and toddlers experience a calm and unhurried atmosphere as part of the mixed-age environment. Teaching practices are becoming more intentional and inclusive for some groups of children.
- Teachers are starting to use the learning outcomes in *Te Whāriki*, the early childhood curriculum, to consider children's increasing capabilities. Learning outcomes are integrated in some assessment records and evaluation documentation, however individual children's learning over time is not well reflected.
- Learning-focused partnerships with parents are developing. Parents' goals for their children are sought and reflected in some children's assessment records.

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

Newly established professional development systems are yet to be fully implemented to build teachers' capabilities.

- Most teachers have started the professional growth cycle introduced in 2023. Teachers confidently communicate with each other about children's learning.
- Leaders and teachers engage in a wide range of professional learning and development. These are yet to be aligned to the service's strategic goals and direction.
- An internal evaluation system enables teachers and leaders to continue to be reflective about their teaching. However, they are yet to use this to understand the impact of their professional learning and changes to teaching practices on children's outcomes.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders work collaboratively to enact the service's vision, plans and priorities for improvement.

- The leaders identify and foster future leaders to support continuity and succession planning for the service. They provide useful feedback to teachers through the professional growth cycle system.
- Leaders and teachers are increasingly accountable and collectively responsible for the wellbeing and learning of children at the service.
- Leaders are proactive in their responses to removing barriers for all children, including those with additional learning needs. Leaders seek support from external agencies to promote better outcomes for these children.

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

Children's learning and wellbeing are considered in resourcing and decision-making.

- The service works collaboratively with relevant agencies to support broader outcomes for children and their parents and whānau.
- The service has refined and embedded policies and procedures. These are guiding teachers' practices.
- Those responsible for governance engage with whānau and are starting to reflect parent's perspectives through the strategic plan.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Northcote Point Community Creche 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?

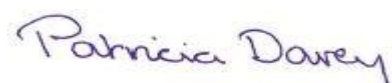
Northcote Point Community Creche will include the following actions in its quality improvement planning:

- Increase use of learning outcomes from *Te Whāriki* within assessment, to better show children's developing capabilities and progression over time.
- Continue to grow teachers' shared understanding and use of internal evaluation to identify how well changes to teaching, and intentional teaching practices, are improving outcomes for 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  
Director of Early Childhood Education (ECE)

12 February 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	26 children, including up to 10 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 9%, NZ European/Pākehā 78%, Chinese 9%, other ethnic groups 3%
Service roll	32
Review team on site	September 2024
Date of this report	12 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, July 2022; Education Review, September 2015

### 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.