



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Wild at Heart Homebased Education

Profile Number: 48075

Location: Ashley, Rangiora

1 ERO’s judgement of Wild at Heart Homebased Education 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

Wild at Heart Homebased Education is privately owned by two qualified teachers who established the service together in March 2022. The owners oversee the curriculum and governance in their additional role as visiting teachers. A strong focus of the service's philosophy has been on one of their core values of whānau tangata (family/communities). This has been fostered through a strategic focus on connections between home, the community and the early childhood setting with regular excursions into the community for groups of educators and their children. Infants, toddlers and young children attend from across the Waimakariri District and wider Canterbury Region.

## 4 Progress since the previous ERO report

This is the first review of the service.

## 5 Learning Conditions

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

The teaching team are using the learning outcomes from *Te Whāriki*, the early childhood curriculum, in limited ways that are yet to show the depth and breadth of learning for children.

- A recent focus on assessment practices and expectations are beginning to capture learning for children. Learning assessments do not yet consistently evidence what children are individually learning over time.
- The service is in the early stages of seeking and responding to parental aspirations within the captured learning documentation for children. The outcomes for children and parent aspirations are visible within some educator goals and priorities for improvement.
- Educators are beginning to respond to children's languages, cultures and identities through planned cultural events and some use of te reo Māori and tikanga Māori. Children's home languages and cultural aspirations are yet to be included in planning and assessment documentation.

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

The service is taking steps to improve leaders' and educators' cultural capability and professional knowledge to enable responsive curriculum design.

- Leaders source individualised learning and resources for educators to respond to their identified areas of improvement. The impacts and changes made to teaching practice as a result of professional development are not yet consistently evident.
- Leaders and educators are taking steps to build their capability to use te reo Māori and tikanga Māori within planning and the realised curriculum. The service is at the early stages of seeking and responding to Māori success as Māori.
- The service is establishing the conditions and knowledge to use evaluation for improvement. Changes to individual and collective teaching practice or priorities are yet to be supported by critical sense making and analysis.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders are beginning to develop and implement systems to promote ongoing improvements for educators and children.

- The leaders' and qualified teachers' performance management processes are being developed. Individual changes to practice and impacts on learners are yet to be formalised.
- Conditions are being established to develop educators' individual capabilities. This has supported leadership development for some of the educators and promotes community connections for educators and children.
- Formal systems are in place to document and respond to the individual needs of the teaching team. Critical thinking, changes to teaching practice, and the impact on learners are yet to be visible through these systems.

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

Leaders' development of systems, processes and engagement with internal evaluation has started to promote positive outcomes for children.

- Leaders' engagement with internal evaluation aligns to strategic directives. This has supported some improvements and consistency in achieving play-based learning with a focus on resourcing and learning activities.
- Children's learning and wellbeing is considered through the leaders' plans and actions. They provide support and resourcing for children through targeted educator discussions and development.
- The service is at an early stage of consulting with educators, parents and whānau to inform priorities for strategic planning and use their voice to evidence positive impacts and changes.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Wild at Heart Homebased Education completed and *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 Areas of Concern

ERO found an area of concern in the service relating to:

- ensuring medicines are disposed of or sent home with a parent after the specified time. Maintaining a record of the written authority from parents for the administration of medicine in accordance with the requirement for the category of medicine outlined in Appendix 2.

*Licensing Criteria for Home-based Education and Care Services 2008, HS25.*

## 9 Where to next for improvement?

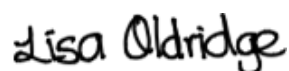
Wild at Heart Homebased Education will include the following actions in its quality improvement planning:

- Implement assessment and planning practices for individual children's learning that show progress over time, use of parent aspirations, teaching strategies and evaluation of the effectiveness of those strategies to progress children's learning.
- Build team capability to deliver a curriculum that includes children's languages, cultures and identities, and implement a rich bi-cultural curriculum.
- Implement a formal, individual professional growth cycle for all registered teachers that evidence that the Teaching Standards have been met annually.

#### 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.](#)



Lisa Oldridge  
Director of Early Childhood Education (Acting)

12 March 2025

## 10 Information About the Service

Service Type	Home-based service
Number licenced for	50 children, including up to 50 aged under 2
Ethnic composition <i>Using rounded percentages</i>	Māori 8%; NZ European/Pakeha 73%; Southeast Asian 5%; European 3%; other ethnicities 11%
Service roll	63
Review team on site	November 2024
Date of this report	12 March 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 organisation 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.