



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Te Waenganui Childcare Centre

Profile Number: 46580

Location: Opua, Northland

1 ERO's judgement of Te Waenganui Childcare 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

Te Waenganui Childcare Centre is privately owned and provides education and care within a mixed-age group setting. The owner and professional leader oversee the running of the service. The service's philosophy expresses an alignment with respect for one another, caring for their environment and sustainability. Connections between whānau, teachers and children are valued.

4 Progress since the previous ERO report

The 2021 ERO report identified a number of non-compliances with regulatory standards. These were in relation to health and safety and were addressed after ERO's onsite review. The service has continued to make good progress with implementing and regularly reviewing their policies and procedures to ensure health and safety requirements are being met.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service has well-established systems and processes for knowing about what is happening for children in relation to the outcomes of *Te Whāriki*, the early childhood curriculum.

- Leaders and teachers are engaged in learning-focused partnerships with whānau which is supporting children's cultural connectedness and sense of belonging within a play-based context. Whānau aspirations are sought and used to provide a responsive curriculum for all children.
- Assessment information makes children's learning evident. It shows each child's learning and progress over time in relation to the learning outcomes of *Te Whāriki*. Children's prior knowledge and perspectives are the foundation for teachers to plan for and assess children's learning.
- Aspects of te ao Māori are a part of the everyday curriculum and children have many opportunities to explore their natural environment. They engage in karakia, pepeha, waiata, kapa haka, storying telling and kaitiakitanga (caring for the environment) and building on the localised curriculum continues to be a focus.

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

Children's learning is well supported through leaders and teachers' engagement in ongoing professional learning that is relevant and builds on their professional knowledge and practice.

- Leaders and teachers take responsibility for their professional learning. They are reflective in their practices and share new knowledge to build on collective teaching practices.
- Teachers inquire into aspects of their teaching practice by reflecting on what works and what doesn't work and for whom.
- Teachers are supported to build on their professional knowledge and expertise by becoming familiar with current research to inform their teaching practice.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders continue to build relational trust which enables collaboration and ongoing improvement.

- Leaders mentor teachers according to individual learning styles and needs. Leaders now need to consistently give professional feedback to increase the capability within the teaching team.
- Leaders provide regular opportunities for parents and whānau to voice their views and be heard.
- Leaders enact the service's vision, plans and priorities. They now need to systematically monitor and report how these have been achieved and what the impact has been for children.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing is at the forefront for decision-making and resourcing.

- Leaders have refined and embedded policies, procedures and practices that effectively guide teaching and operational practices.
- Leaders maintain good adult: child ratios which supports teachers to build positive relationships with all children and their whānau.
- The service's strategic priorities are collaboratively enacted and influenced by the service's philosophy and vision for children's learning and wellbeing.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Te Waenganui Childcare 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?

Te Waenganui Childcare Centre will include the following actions in its quality improvement planning:

- Leaders to continue to build the capability of the teaching team to do and use internal evaluation to drive ongoing improvement.
- Strengthen the mentoring process through consistent professional feedback and document the impact of improved teaching on outcomes for learners.
- Leaders and teachers to continue to build upon the localised curriculum which is relevant to the context of their learners and community.

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

Lisa Oldridge
Director of Early Childhood Education (Acting)

28 February 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children, including up to 5 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 24%, NZ European/Pākehā 60%, other ethnic groups 16%
Service roll	29
Review team on site	September 2024
Date of this report	28 February 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, May 2021; Education Review, October 2016

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.