



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Early Discoveries Waimahia

Profile Number: 47645

Location: Auckland

1 ERO's judgement of Early Discoveries Waimahia 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

Early Discoveries Waimahia is one of three services governed by the Early Discoveries Charitable Trust. A recently appointed general manager works closely with an operations manager and teaching consultant. As the senior management team, they are responsible for the operations, administration and curriculum leadership of services. They regularly report to the Trust board, and support centre managers and leaders to implement day-to-day processes and procedures.

The centre operates a van collection service for children located within an ethnically diverse community. Most children are of Māori and or Pacific heritages. A newly appointed centre manager leads a multi-ethnic team who reflect the heritages of children enrolled. The centre's philosophy is based on Christian values and inclusion. The centre is purpose-built and has separate learning areas for the different age groups of children, including a shared outdoor area for toddlers and older children.

4 Progress since the previous ERO report

Good progress has been made towards the key next steps noted in ERO's 2022 Akanuku | Assurance Review report. These included developing a localised curriculum and improving assessment information to show children's learning over time. Documentation shows leaders have planned and implemented improvement strategies. Leaders can articulate the approaches taken, where they are currently at and what they plan to do next and why.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Leaders and teachers provide an inclusive curriculum that reflects *Te Whāriki*, the early childhood curriculum.

- Children experience play-based learning opportunities that facilitate collaboration and the sharing of ideas through group work. They have opportunities to be independent, innovative and creative.
- Teachers know children well in the context of their home and whānau life. Unhurried, calm routines and rituals support the settling process of children.
- Leaders and teachers engage in positive and respectful interactions with children to nurture social and emotional competency. Caregiving practices prioritise children's health and wellbeing.

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

Leaders and teachers continue to build their professional knowledge, expertise and cultural competence to design and implement a curriculum that is responsive to most children.

- Teachers confidently role model the use of te reo Māori and tikanga Māori practices. Children have opportunities to participate in and lead karakia, waiata and to share their pēpeha.
- Leaders and teachers have access to targeted professional learning and development to further support teachers' assessment and evaluation practices and focus on building children's dispositional learning.
- Teachers welcome feedback from parents and whānau, utilising the learning outcomes from *Te Whāriki* to inform their planning in support of children's growing capabilities. They encourage Pacific parents and aiga to contribute to the curriculum and are taking steps towards developing a shared understanding of Pacific values and knowledges to inform their practice.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

A high level of relational trust enables a collective responsibility and drives improvement.

- Leaders and teachers share their knowledge and experiences to support building the capability within the team. Professional growth cycles identify teachers' interests and opportunities are provided for them to disseminate new knowledge and research within and across the organisation.
- Teachers have identified some teaching strategies that have supported children's learning and development. They have yet to evaluate the effectiveness of these strategies or the impact for children.
- Leaders are advocates for children and social justice. They have yet to report on outcomes for specific groups of children.

Stewardship through effective governance and management | Te Whakaruruhau

Governance decision-making prioritises children's learning and wellbeing as the primary considerations in allocating resources and determining the strategic direction of this group of services.

- Children with additional needs are well supported to learn inclusively alongside their peers through partnerships with parents and external agencies.
- Well established human resource practices promote the recruitment, selection and retention of well-qualified leaders and teachers.
- Leaders regularly review policies and procedures to maintain meeting regulatory requirements.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Early Discoveries Waimahia 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.

Licensing Criteria for Early Childhood Education and Care Centres 2008

8 Where to next for improvement?

Early Discoveries Waimahia will include the following actions in its quality improvement planning:

- Teachers to strengthen curriculum and teaching practices that reflect Pacific values and knowledge to support learner identity.
- Leaders and teachers would benefit from strengthening a shared understanding of evaluation that prioritises improvement as well as knowing the impacts and outcomes for 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.](#)

Lisa Oldridge

Lisa Oldridge
Director of Early Childhood Education (Acting)

10 March 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	60 children, including up to 12 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition Using rounded percentages	Māori 25%; NZ European/Pakeha 17%; Samoan 15%; Fijian 8%; Asian 8%; Niue 6%; Tongan 4%; Cook Islands 2%; Indian 6%; Syrian 6%; Other 3%
Service roll	49
Review team on site	September, 2024
Date of this report	10 March 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review November 2022

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 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.
	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.