

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Kanuka Corner Early Childhood Centre

**Profile Number:** 47337

**Location:** Hāwea

1 ERO's judgement of Kanuka Corner Early Childhood 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

Kanuka Corner Early Childhood Centre is privately owned and operated. It provides education and care in a mixed-age setting. The centre owner is responsible for the governance and management of the service and is supported by a newly appointed pedagogical leader. Connections with nature, community and regular excursions are the foundation of curriculum underpinned by *Te Whāriki*, the early childhood curriculum.

## 4 Progress since the previous ERO report

ERO's 2019 Akanuku | Assurance Review identified several areas of non-compliance with the *Licensing Criteria for Early Childhood Education and Care Services 2008*. Service leaders proactively engaged external support to help meet and maintain regulatory compliance. Several other areas that have been an additional focus for improvement are now in the early stages of being developed and implemented. This includes a focus on team cohesion and consistency, assessment, planning and evaluation of children's learning, internal evaluation for improvement and a move to more shared leadership.

## 5 Learning Conditions

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

Children play and learn through a curriculum which intentionally reflects the service's values and priorities for learning and *Te Whāriki*, the early childhood curriculum.

- Parent aspirations are used well to inform the learning experiences provided. This includes regular excursions into nature and the local community being an integral part of curriculum.
- Teachers have meaningful conversations with children and respond to their interests. Children have many opportunities to make choices about their play and learning.
- Improved assessment practices include multiple voices, which inform planning to support children's learning and progress. Evaluation of learning requires strengthening to show how well teaching strategies and curriculum are supporting children's learning.

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

Leaders are establishing the conditions to build professional knowledge and practice.

- There are a range of professional learning opportunities provided to teachers which are responsive to emerging identified needs.
- Some teachers are beginning to reflect on professional learning and possible changes to practice and curriculum implementation.
- Teachers are taking steps to improve their knowledge and use of te reo Māori, tikanga Māori and develop an understanding of the Treaty of Waitangi.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders are in the early stages of developing and implementing changes to support the implementation of a rich curriculum.

- Leaders continue to build relational trust and collaborative ways of working within the teaching team.
- Mentoring and support for the teaching team does not yet provide sufficiently rigorous feedback to stretch and grow teacher practice.
- Internal evaluation is led by the curriculum leader and includes planned actions which result in change. A shared understanding of effective evaluation for improvement is yet to be established.

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

Management is establishing the conditions for improved governance and daily operations of the service.

- Professional learning has supported the development of guidance outlining the roles and responsibilities of governance and management.
- There is a focus on strength-based practice as centre. Distributed roles and areas of responsibility are in the early stages of development.
- A newly established leaders network group provides the centre owner with opportunities for professional conversations and support.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kanuka Corner Early Childhood 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?

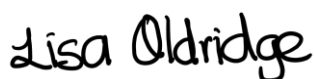
Kanuka Corner Early Childhood Centre will include the following actions in its quality improvement planning:

- Provide teachers with more targeted feedback and feedforward to grow professional practice.
- Develop service leaders and teachers' shared understanding and implementation of review and evaluation to make improvements.
- Continue to build capability of governance and management to effectively lead the service and enact the vision, plans and priorities for improvement.

### 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)

11 March 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	35 children, including up to 16 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 10%; NZ European/Pākehā 51%, not stated 39%
Service roll	49
Review team on site	November 2024
Date of this report	11 March 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 2023; Akanuku   Assurance Review, October 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)*.

	<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.