

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Puketapu Community Early Childhood Education Centre

Profile Number: 55352

Location: Hawkes Bay

1 ERO's judgement of Puketapu Community Early Childhood Education 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

This community-based service is located in a rural area near Napier. An elected parent committee has responsibility for governance and a head teacher has responsibility for day-to-day running of the service. Since ERO's previous report there have been changes to governance, leadership and the teaching team. The service's philosophy, mission and values are underpinned by the principles of explore, learn and grow.

4 Progress since the previous ERO report

ERO's 2021 evaluation identified three quality improvement actions. These related to further developing assessment practices to support the intended outcomes of *Te Whāriki*, the early childhood curriculum, developing a curriculum that reflects the local area and strengthening the team's evaluation capability. Limited progress has been made due to significant changes to leadership and staffing, and the ongoing impact of Cyclone Gabrielle on the community.

Teachers are in the early stages of building connections that support the development of a localised curriculum. A range of self-review has taken place that have led to some positive changes. Strengthening evaluation capability to support equitable outcomes for all learners remains an ongoing priority and has been an improvement area for the service in ERO reports since 2018.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service is beginning to explore the valued learning outcomes of *Te Whāriki* to guide the curriculum and progress children's learning.

- Assessment for learning and curriculum planning reflects children's current interests, their home and rural contexts, and the service's philosophy. Progress of learning is reflected for some children.
- The new teaching team are establishing positive relationships with parents. Parents' goals for their children's learning are beginning to guide curriculum and decision-making.
- Children engage in responsive interactions with teachers and other children, contributing to their developing oral language and social skills. A well-resourced environment supports their decision-making, creativity, independence and ability to problem solve.

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

Leaders and teachers are taking steps to improve their professional knowledge relating to curriculum, teaching practice and assessment for learning.

- Children's learning is supported through the participation of teachers in relevant professional learning and development that contributes to ongoing improvement. Recently, external support has been accessed to build teachers' understanding of the learning outcomes of *Te Whāriki* and how these inform curriculum processes.
- Collaborative relationships increasingly support the team to share ideas, skills and knowledge that contribute to development of the curriculum.
- Teachers are taking steps to improve their use of te reo Māori. Consideration of individual children's languages, cultures and identity within the curriculum is evident for some children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

New leadership is establishing relational trust and identifying current priorities to support improved teaching and learning.

- A range of review processes have been undertaken that are improvement focused and show some shifts in practice. Building leaders' and teachers' capability to use evaluative thinking remains a priority, to better understand the quality of their teaching and the impact of their practices on children's learning.
- The community's experience of Cyclone Gabrielle shifted the service's focus toward the social and emotional wellbeing of all. The teaching team work collaboratively with the local community to support positive outcomes for children in these areas.
- Leaders are taking steps to align professional learning and resourcing to support curriculum development and implementation. Regular reporting to the committee supports this.

Stewardship through effective governance and management | Te Whakaruruhau

The committee's roles, responsibilities and processes are well enacted to support the operation of the service.

- The parent committee have a good understanding of their stewardship role and responsibilities. They are currently revisiting these as part of a review of the governance structure.
- Strategic priorities are defined and acted upon within annual planning. The committee monitors progress against the annual plan and is well informed of what has been achieved.
- Teachers are well supported through a range of organisational conditions to progress their teaching and positively contribute to children's learning. They have a positive working relationship with the parent committee.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Puketapu Community Early Childhood Education Centre 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 Where to next for improvement?

Puketapu Community Early Childhood Education Centre will include the following actions in its quality improvement planning:

- Embed understanding and use of the learning outcomes of *Te Whāriki* throughout curriculum planning, assessment and evaluation processes.
- Continue to grow teachers' cultural understanding to increase consideration of all children's cultures throughout the service's curriculum and assessment documentation.
- Build leaders' and teachers' evaluation capability to better identify how intentional teaching and changes made to practice impact on children's learning outcomes.

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	27 children aged 2 and over
Percentage of qualified teachers	100%
Ethnic composition Using rounded percentages	Māori 24%, NZ European/Pakeha 60%, Samoan 5%, other ethnic groups 11%
Service roll	38
Review team on site	October 2024
Date of this report	28 February 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, May 2021; Education Review, February 2018

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.