



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: The Gardens ECE

Profile Number: 10355

Location: Manurewa, Auckland

1 ERO's judgement of The Gardens ECE 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

The Gardens ECE is one of a group of three services under the same ownership. The service has three age-based areas that provide for children. The service provider/manager, and registered assistant manager and supervisor, lead a team of qualified teachers and support staff. An administrator and a group of relievers work across the three services. A few children enrolled are of Māori and Pacific heritage. Other children, families and teachers at the service reflect the ethnically diverse cultures in the community.

4 Progress since the previous ERO report

ERO's 2021 report identified three improvement actions. These related to the learning environment needing to challenge and encourage children's critical thought, using external expertise to guide and review the implementation of the curriculum, and implementing a process to monitor and evaluate strategic goals to identify progress over time. There has been a good level of progress made in relation to these three areas.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Leaders and teachers are very responsive, respectful and engage in learning-focused partnerships with parents and whānau.

- Assessment records show teachers know children well within the context of their home lives and their whānau relationships, including the gathering and use of parent aspirations for their child's learning. Infants and toddlers benefit from individualised, nurturing care.
- Teachers promote the development of children's oral language through strategies such as using te reo Māori, NZ Sign Language and the use of children's home languages within a print rich environment. They are taking steps to grow the collective evaluative capability in identifying the impact of these positive strategies.
- Individual planning demonstrates that children's learning is well-supported by teachers. Teachers are yet to consistently record how intentional teaching strategies are used to extend children's complex thinking through play.

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

Leaders promote teachers' collaborative practice and provide good opportunities for professional growth and development.

- Teachers' professional growth is fostered by individual inquiry linked to the learning outcomes of *Te Whāriki*, the early childhood curriculum. Their practice is supported through access to relevant professional learning opportunities and mentoring.
- Leaders and teachers continue to grow their cultural competence to provide a responsive curriculum for all children. Teachers' culturally responsive practices are evident within the enacted curriculum.
- Leaders and teachers reflect on their new learning. They have yet to evaluate the effectiveness and impact of changes made in relation to improved outcomes for groups of children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service has embedded the conditions to provide leadership approaches that support quality teaching.

- Leaders continue to build relational trust within the team. They enable teachers to be responsible for collectively implementing the service's philosophy, goals and priorities for children's learning.
- The service's strategic decision-making is informed by leaders. They include multiple perspectives from parents, whānau, teachers and relevant agencies from the community.
- Systems and processes support teachers to provide an inclusive curriculum. The organisation works collaboratively with external agencies to support children's learning.

Stewardship through effective governance and management | Te Whakaruruhau

Sound policies, procedures and practices guide the recruitment and selection of suitable staff, with an aim to provide positive outcomes for children.

- Clearly documented expectations enable teachers to grow relational trust and work collaboratively to improve outcomes for children. These expectations align well with relevant early childhood education resources and research.
- Strategic planning identifies relevant priorities for children's learning and leaders have recorded the progress made with these goals.
- Internal evaluation follows an established framework and leads to improvement in outcomes for children, teachers and whānau. The group of services is continuing to grow their understanding about recording the effectiveness of changed practices in relation to improved outcomes for groups of children.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of The Gardens ECE 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?

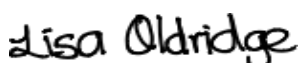
The Gardens ECE will include the following actions in its quality improvement planning:

- Deepen teachers' collective understanding of how they can use the principles, goals, strands and learning outcomes from *Te Whāriki* to inform the curriculum.
- For leaders to support teachers to identify and evaluate the effectiveness of specific teaching strategies, and how these impact on improved outcomes for children, and groups of learners.

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)

3 March 2025

9 Information About the Service

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|--|---|
| Service Type | Education and care service |
| Number licenced for | 70 children, including up to 20 aged under 2 |
| Percentage of qualified teachers | 80-99% |
| Ethnic composition <i>Using rounded percentages</i> | Māori 3%, NZ European/Pākehā 5%, Indian 39%, Samoan 10%, Chinese 8%, African 8%, Middle Eastern 5%, Filipino 5%, Fijian 5%, Tongan 3%, Southeast Asian 3%, other ethnicities 6% |
| Service roll | 61 |
| Review team on site | September 2024 |
| Date of this report | 3 March 2025 |
| Most recent ERO report (s) These are available at www.ero.govt.nz | Akarangi Quality Evaluation, February 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 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. |