



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Bizzy Buddyz (2)

Profile Number: 40310

Location: Whakatane

1 ERO's judgement of Bizzy Buddyz (2) 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

Bizzy Buddyz (2) provides home-based education and care in educarers' homes. The organisation operates two services covering the Eastern Bay of Plenty. The owner has an early childhood teaching qualification. A centralised team of visiting teachers, management, and administration guide daily operations. The service philosophy values whanaungatanga (relationships with families), kotahitanga (unity), holistic wellbeing, whakamana (empowerment), belonging and cultural inclusion.

4 Progress since the previous ERO report

The 2022 Akanuku | Assurance Review report did not identify specific areas for improvement as the focus was for the service to address identified non-compliances. Since ERO's previous review the service has made significant progress to achieve and maintain regulatory compliance.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Tamariki experience a responsive curriculum underpinned by caring and respectful relationships that positively support their emotional wellbeing, sense of belonging and learner identities.

- Tamariki benefit from a calm and unhurried pace through daily rituals where they experience one-on-one care, small group learning, regular playgroups and excursions around the local community. Responsive teaching practices support their emergent literacy and numeracy, tuakana-teina (older-younger child) relationships, social competency and oral language development.
- Tamariki experience a well-considered bicultural curriculum that integrates te reo Māori, tikanga Māori, waiata, local pūrākau, and excursions to places of significance to mana whenua. Pacific tamariki and those of other cultures have their home languages integrated through greetings, songs, language weeks, some resourcing and playgroup foci.
- Learning-focused partnerships are in place with whānau with their feedback and priorities for care and learning of their tamariki being purposefully gathered. Tamariki with additional learning needs are supported well through networked partnerships with whānau and external agencies.

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

Visiting teachers support and enable educarers to respond well to the emerging learning of tamariki in their daily curriculum design.

- One-on-one mentoring around planning, assessment and evaluation builds educarers' understanding of *Te Whāriki*, the early childhood curriculum. Teaching stories and monthly reports highlight effective strategies used by educarers to promote the learning of tamariki through play, enabling an increased focus on responding to the interests of tamariki and recognising their progress in relation to valued outcomes.
- Visiting teachers and educarers have regular opportunities to engage in individual and service-wide professional learning opportunities. Some of these are tailored to meet the learning needs of particular tamariki.
- A useful framework to guide professional growth is in place. Reflections on new learning and outcomes for tamariki as a result of implementing new strategies are sometimes identified through the process.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work collaboratively to enact priorities for improvement and promote quality teaching practices.

- Relational trust is evident at all levels of the organisation, and this promotes openness to change and improvement. Leaders have regular opportunities for professional collaboration, sharing of new knowledge and monitoring of what is, and what is not working well across the two services.
- An external mentor provides support and guidance for leaders. This is developing a shared understanding of the purpose and use of evaluation for improvement, professional growth, and for monitoring systems that support quality teaching.
- Internal evaluation practices are generating positive change and improvement in the cultural capability of visiting teachers and educarers, as well as planning for and responding to the learning of tamariki. Broad monitoring and recognition of how change and shifts in practice are influencing outcomes for groups of tamariki are noted.

Stewardship through effective governance and management | Te Whakaruruhau

Conditions are embedded to prioritise the learning, wellbeing, and inclusion of tamariki, whānau and educarers through the decision-making of governance.

- Resourcing decisions prioritise improvements to leadership and teaching capability to support quality curriculum provision.
- Effective strategies are in place to support equity of access and participation for tamariki and their whānau. Broader community wellbeing outcomes are supported through networked connections and involvement.
- Strategic plan actions are appropriately developed through internal evaluation processes. Formal gathering and analysis of evidence and data to monitor progress towards these goals is not yet well-developed.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Bizzy Buddyz (2) 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?

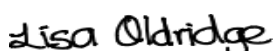
Bizzy Buddyz (2) will include the following actions in its quality improvement planning:

- Deepen the reflective lens within professional growth cycles and internal evaluation processes to more clearly identify the impacts on outcomes of tamariki from new knowledge and shifts in teacher and educator practice.
- Formally monitor and evaluate the progress made toward the strategic goals.

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)

14 March 2025

9 Information About the Service

Service Type	Home-based service
Number licenced for	80 children, including up to 80 aged under 2
Ethnic composition <i>Using rounded percentages</i>	Māori 75%, NZ European/Pākehā 15%, Samoan 3%, Fijian 3%, other ethnic groups 6%
Service roll	33
Review team on site	November 2024
Date of this report	14 March 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, November 2022; Education Review, January 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.