



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: The Gardens Early Childhood Education

Profile Number: 25401

Location: Manurewa, Auckland

1 ERO’s judgement of The Gardens Early Childhood Education is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
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
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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 Early Childhood Education is one of a group of three services under the same ownership. The service has five age-based areas that provide for children. The service provider/manager, and registered assistant manager and supervisor, lead a team that includes qualified teachers and support staff. An administrator and a group of relievers work across all three services. A few children of Māori and Pacific heritage are enrolled. 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 related to improving the curriculum, teacher inquiry and strategic planning. Good progress has been made in relation to these three actions. Leaders and teachers design and implement a curriculum that plans, assesses and evaluates each child's learning progress and utilise a range of ways to share this learning with parents and whānau. Leaders have embedded a professional growth cycle to build teachers' professional knowledge and expertise that supports ongoing quality improvements to practice. A strategic plan with goals focused on the realisation of their vision and underpinned by key values has been implemented.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children's assessment records show their developing skills, interests and dispositions in relation to mathematical and literacy concepts, oral language and progress that aligns with the learning outcomes of *Te Whāriki*, the early childhood curriculum.

- Teachers' use of information about children's cultures, languages and identities to provide relevant experiences that extend children's learning, is evident in assessment records. Teachers are considering how to consistently show that they respond to online feedback from parents about their child's learning.
- Teachers' professional inquiries inform curriculum decisions, and demonstrate they know children well within the context of their home lives. Younger children benefit from teachers' responsive interactions with them.
- Individual planning demonstrates that children's learning is well-supported by teachers through provision of activities aligned with the principles, strands and learning outcomes of *Te Whāriki*.

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

Leaders and teachers increasingly demonstrate collaborative practice, and the cultural competence to design and implement a curriculum that is responsive to most children.

- Teachers' professional growth is fostered by individual inquiry linked to the learning outcomes of *Te Whāriki*. 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 Early Childhood Education 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 Early Childhood Education will include the following actions in its quality improvement planning:

- Improve assessment practices to show how teachers have responded more effectively to online feedback from parents about their child's learning.
- For leaders and teachers to identify and evaluate the effectiveness of improvement actions on 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

Lisa Oldridge
Director of Early Childhood Education (Acting)

3 March 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	120 children, including up to 35 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 7%, NZ European/Pākehā 16%, Indian 35%, Fijian 6%, Samoan 6%, Nepalese 5%, Vietnamese 5%, Chinese 4%, South African 4%, other ethnicities 12%.
Service roll	94
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.