



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Tauriko Tots

Profile Number: 47729

Location: Tauriko, Tauranga

1 ERO's judgement of Tauriko Tots is as follows:

| Domains: Ngā Akatoro   | Below the threshold for quality |                 | Above the threshold for quality |           |
|--|---------------------------------|-----------------|---------------------------------|-----------|
| The learner and their learning<br>He Whāriki Motuhake  | Improvement required            | Working towards | Embedded                        | Excelling |
| Collaborative professional learning and development builds knowledge and capability<br>Whakangungu Ngaio | Improvement required            | Working towards | Embedded                        | Excelling |
| Leadership fosters collaboration and improvement<br>Kaihautū   | Improvement required            | Working towards | Embedded                        | Excelling |
| Stewardship through effective governance and management<br>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

Tauriko Tots is located in the industrial area of Tauriko, serving a mixed community. A centre manager/ co-owner oversees daily operations and leads teaching and learning across the service. She works with the other owner who acts in an administration and management role. Two new team leaders have been appointed in the last year in the areas of curriculum and health and safety.

Children learn across three age-based rooms. The service philosophy highlights a play-based approach and working with parents and whānau to support children's learning.

## 4 Progress since the previous ERO report

The 2021 Akanuku | Assurance Review was the service's first ERO report. This identified key next steps related to utilising the learning outcomes in *Te Whāriki*, the early childhood curriculum, and strengthening the visibility of children's language, culture and identity. A range of factors have impacted on this work though progress has been good. The priorities for the service have been rebuilding the team after some staff change and work with external agencies to ensure ongoing compliance with regulatory requirements.

Following work to establish fit-for-purpose systems and processes, and consistent practice across the centre, there has been progress in reflecting children's individual cultures within the environment. This remains an area for growth along with how the service uses the full breadth and depth of *Te Whāriki*.

## 5 Learning Conditions

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

The service is establishing a curriculum that promotes child-led learning and respectful teaching.

- Teaching practices and the use of the environment support children's inclusion, decision making and independence in their learning. Children with additional learning needs are well supported to engage in the enacted curriculum.
- Children experience some elements of te ao Māori in the daily programme through waiata, aspects of tikanga Māori and resources. Pacific children, and children of other cultures, have some recognition of their cultures through the curriculum and celebrations planned alongside parents and whānau.
- Children's learning over time is visible in most assessment, however a link between the enacted curriculum and the planning and assessment cycle is not fully established. Parents' and whānau' goals for their child's learning is known by teachers but these are not yet clearly informing planning for learning experiences.

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

Teachers and leaders are taking steps to develop their collective capability to design and enact a rich curriculum for all children.

- Teachers are building their range of teaching strategies, including coaching, to support children's developing social and emotional competence and oral languages. They demonstrate knowledge that care is integral to the curriculum for infants and toddlers.
- Refined frameworks to support and guide teacher's professional growth are established with the teaching team. Full use of the cycle is being embedded to support their understanding of how shifts in teaching practice are impacting on children's learning.
- Many teachers draw on their own cultural knowledge to support a sense of belonging for specific groups of children. Teachers' use of their home languages as part of the daily programme is observed across the centre but is not yet consistently reflected in documentation.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leaders are intentionally building relational trust and collaboration to support a growing focus on improvement.

- Leaders understand the range of knowledge and experience across the teaching team and provide a range of guidance to respond to this.
- Internal evaluation is understood by most leaders. They are establishing capability across the team to do and use effective evaluation for improvement.
- Although leaders enact the service vision, they are at the early stages of identifying clear priorities for children's learning and improvement. Recent work through evaluation has identified the need to review and develop the centre philosophy to reflect what matters most here for children, parents and whānau.

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

Those responsible for governance and management continue to refine systems and processes to better guide the operation of the service and promote positive outcomes for children.

- The wellbeing of children, their families and whānau is a clear consideration in decision making at this level. Although strategic goals have been identified to guide these decisions, they have not been clearly monitored or evaluated to understand the full impact for children.
- Governors and leaders have put in place resourcing to support positive learning and organisational conditions. This includes consideration of the learning environment, provision of food for children where required, as well as time for teachers to engage in professional learning and develop relationships with parents and whānau.
- Key roles have recently been established by those in governance to enable the development of a shared leadership model.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Tauriko Tots 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?

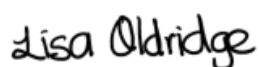
Tauriko Tots will include the following actions in its quality improvement planning:

- In collaboration with the community, complete the review of the service philosophy and develop clear priorities for children's learning as part of the local curriculum.
- Build consistent understanding of the services' priorities for learning and the intended outcomes of *Te Whāriki* to better reflect these through planning, assessment and evaluation of the curriculum.
- Further embed understanding and use of improvement practices (this includes internal evaluation, strategic planning, and teacher's professional growth cycles) to monitor the service's improvement journey and know how well changes to practice are improving children's 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  
Director of Early Childhood Education (Acting)

2 April 2025

## 9 Information About the Service

|  |  |
|--|--|
| Service Type   | Education and care service   |
| Number licenced for  | 60 children, including up to 18 aged under 2   |
| Percentage of qualified teachers   | 80-99%   |
| Ethnic composition<br><i>Using rounded percentages</i>   | Māori 13%, NZ European/Pākehā 24%, Indian 31%, European 7%, Filipino 5%, Pacific 4%, other ethnic groups 16% |
| Service roll   | 56   |
| Review team on site  | November 2024  |
| Date of this report  | 2 April 2025   |
| Most recent ERO report (s)<br>These are available at<br><a href="http://www.ero.govt.nz">www.ero.govt.nz</a> | Akanuku   Assurance Review, June 2021.   |

### 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.                                  |