



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Nurture Early Learning Red Beach

Profile Number: 47571

Location: Red Beach, Auckland

1 ERO's judgement of Nurture Early Learning Red Beach 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

Nurture Early Learning Centre Red Beach is a privately-owned, purpose-built early childhood service. The centre is one of a group of three services owned and operated by the same provider. It provides education and care for children in four age-defined learning spaces. A qualified centre manager leads a team of 23 staff, of which 12 are certificated kaiako.

The Red Beach philosophy He Waka Eke Noa, alongside their Reggio Emilia approach, aims to support children to engage in play through inventing and experimenting.

4 Progress since the previous ERO report

The 2021 ERO report identified two key areas for improvement: enhancing staff employment processes, and integrating centre values with kaupapa Māori principles to then make this evident through documentation and teaching practices.

Good progress has been made in these areas. Leaders can clearly explain the strategies they have implemented, their current status and future plans. The service is fostering a relationship with the local marae, which is reflected in their philosophy. Connections are apparent in teaching methods, professional growth, internal assessments, and their objective to enhance this whanaungatanga. Improvements have been made to strengthen staff hiring processes, evident in staff retention and compliance with licensing standards.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service's curriculum is inclusive and reflects the depth and breadth of *Te Whāriki*, the early childhood curriculum.

- Kaiako who work with infants and toddlers maintain a calm slow pace that gives younger children space and time to lead their learning. Kaiako read and respond to children's non-verbal cues.
- Assessment for learning practices actively involve children, parents and whānau and take account of their perspectives and aspirations for their design of curriculum. Creating a more targeted approach to how kaiako respond to individual parent aspirations, and making them visible in individual learning records, is a key next step.
- Kaiako integrate te reo Māori and tikanga Māori into daily teaching practices. They thoughtfully and intentionally create opportunities for children to explore and engage in their wider community.

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

Conditions in the service increasingly support and enable leaders and kaiako to build professional knowledge and expertise.

- Leaders and kaiako develop professional knowledge and expertise using context-specific approaches informed by research.
- Leaders and kaiako engage with Māori as tangata whenua. They seek perspectives of whānau Māori and mana whenua to inform their philosophy and practice.
- Kaiako respond meaningfully to children's interests and inquiries to support the development of their understandings, working theories and dispositions.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders continue to build relational trust to enable collaboration and improvement.

- Leaders have established conditions that support debate, negotiation, problem solving and critical reflection on practice.
- Leadership, in consultation with kaiako and whānau, have identified and sought ways to reduce barriers to learning through individual plans, small group time and external support.
- A range of evaluations (room, centre-wide, and across the group of centres) have been conducted, leading to some improvements. However, there is a need for a stronger focus on evaluative questioning and thinking, with greater emphasis on understanding the impact of improved practices on learners and their outcomes.

Stewardship through effective governance and management | Te Whakaruruhau

Leaders effectively work with relevant agencies and community organisations to support broader educational outcomes for children, their parents and whānau.

- Leaders contribute to initiatives that support positive community outcomes, such as the enactment of their nutrition and wellbeing/manaakitanga strategic objective.
- The strategic plan is collaboratively enacted to support the service's priority outcomes for learners. The leaders across the group meet regularly to monitor priorities for improvement that impact on children's education and care.
- Effective implementation of human resource practices promotes low turnover of kaiako. This helps to build and sustain quality adult-child relationships.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Nurture Early Learning Red Beach 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?

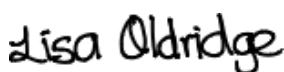
Nurture Early Learning Red Beach will include the following actions in its quality improvement planning:

- Make parent aspirations and the individual learner's progression of learning more visible within assessment documentation.
- Improve internal evaluation processes to include the impact of actions taken on outcomes for learners, to better know what is or is not working and for whom.

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)

10 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	80 children, including up to 30 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 8%, NZ European/Pakeha 69%, Pacific 3%, European 14%, other ethnic groups 9%
Service roll	87
Review team on site	September 2024
Date of this report	10 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, February 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)*.

	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.