

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Nurture Early Learning Centre

Profile Number: 45568

Location: Avondale, Auckland

1 ERO's judgement of Nurture Early Learning Centre 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 is a privately-owned, purpose-built early childhood service. This centre was the first to be established out of a group of three services owned and operated by the same provider. Education and care are provided throughout the day for infants, toddlers and children who are grouped according to their age and abilities across four rooms. Each room is managed by a head teacher who leads a team of qualified and unqualified staff. The owner, manager and curriculum leader oversee the curriculum, daily operations and governance. Meals are provided by the centre chef.

The service philosophy includes a Reggio Emilia approach to learning.

4 Progress since the previous ERO report

The 2021 ERO report identified two key areas for improvement: further development of the local curriculum, and consistency in monitoring policies, procedures and practices.

Leaders and teachers have made significant progress in their understanding of systems, and processes to ensure that their implementation of regulations are effectively monitored. Notable advancements have also been made in response to the local curriculum, with leaders and teachers engaging in targeted professional learning that aligns with their improvement goals. This includes seeking input from both internal and external Māori perspectives to respond to the local context. A kaiako has been appointed as the Māori representative to guide the service in engaging with whānau, and progress of teaching and learning strategic objectives focused on cultural and local knowledge. Additionally, the whanaungatanga strategic objective has been revisited and developed in response to ongoing monitoring of actions taken.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Kaiako regularly report on how well the curriculum is responding to identified priorities for children's learning.

- Kaiako take an equitable approach to teaching and learning by individually seeking and responding to parents' aspirations. Leaders are currently planning to expand this approach by exploring what equity means in their context, aiming to further reduce barriers to learning.
- Kaiako acknowledge, respect and seek ways to respond to the language, culture and identity of children. They actively seek the perspectives of Māori whānau and kaumatua to inform practices and tikanga Māori.
- The teaching team enact the philosophy well. As a result, children play, imagine, invent and experiment through intentional planning and provocations.

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

The organisation increasingly supports and enables leaders and kaiako to build their professional knowledge and engage in curriculum planning and practice.

- Relevant theories of children's learning and development are well-regarded and shared with whānau at planning events. Parents' aspirations are woven into the individual plans of children.
- Leaders ensure access to professional learning aligns with service's strategic direction. Kaiako reflect on their learning to guide improvements to their teaching.
- There is a strong focus on building the knowledge and cultural expertise of the team through consultation with those who hold local Māori knowledge.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders support the development of kaiako to undertake leadership roles as well as promoting conditions that enable high-quality teaching.

- Leaders establish conditions that support debate, problem solving and critical thinking.
- Leaders work collaboratively to enact the service's vision. Perspectives of the community are currently being sought to contribute to the review of the philosophy and ensure it is responsive to their context.
- Collective inquiry shows improvements, and impacts on learners are identified. Leaders are yet to undertake internal evaluation to assess the effectiveness of the curriculum and note what is and is not working, and for whom.

Stewardship through effective governance and management | Te Whakaruruhau

Leaders work effectively 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 their 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 resources strategies promotes a 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 Centre 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?

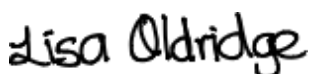
Nurture Early Learning Centre will include the following actions in its quality improvement planning:

- Further develop a shared understanding between leaders and kaiako of collective strategies aimed at minimising barriers to learning for all children.
- Improve internal evaluation processes to include the impact of actions taken on outcomes for learners, to better know what is and 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	100 children, including up to 36 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 14%, NZ European/Pakeha 46%, Asian 8%, European 7%, Cook Island 4%, Tokelau 4%, Samoan 3%, other Pacific 4%, other ethnic groups 12%
Service roll	109
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	Akarangi Quality Evaluation, July 2021; Education Review, February 2016

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.