

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Nurture Early Learning - Onehunga

Profile Number: 46703

Location: Onehunga, Auckland

1 ERO's judgement of Nurture Early Learning - Onehunga 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 - Onehunga is one of a group of three services owned and operated by the same provider. Education and care are provided for age-specific groups within multiple learning areas. A qualified centre manager leads a team of 21 staff, of which 11 are certificated kaiako. The service is located within an ethnically diverse community.

The service philosophy is underpinned by the Resources for Infant Educators (RIE) and Reggio Emilia approaches.

4 Progress since the previous ERO report

The 2021 ERO report identified two key areas for improvement: strengthening parent contribution to the curriculum through learning-focused partnerships, and ensuring documentation of individual children's learning records demonstrate how the curriculum is responding to their languages and cultures.

Significant progress has been made in both these areas of improvement. Multiple sources of documentation are evident which includes the perspectives of Māori and Pacific whānau. Documented processes show most of the improvements have been planned and actioned and desired outcomes have been monitored.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Effective learning-focused partnerships with parents and whānau support the ongoing learning and development of all children.

- Shared decision-making between kaiako and whānau, using relevant information and knowledge about children, contributes to a rich curriculum that responds to learner identities. Whānau involvement impacts positively on the mana of tamariki and deepens kaiako' learning.
- Leaders and kaiako seek Māori perspectives to inform teaching and learning. Positive relationships are established with Pacific families to enable their funds of knowledge to be shared and children to engage in a deep connection to diverse Pacific cultures.
- Caregiving practices of kaiako are nurturing and respectful, with reciprocal relationships being a key element of the curriculum for all learners. Kaiako provide provocations in the learning environments that promote critical thinking, wondering and creativity.

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

Conditions are in place that effectively enable leaders and kaiako to build their professional knowledge and skills to design and implement a rich curriculum.

- Leaders and kaiako use current research and professional development to inform their inquiry, thinking and professional practice. Systems are in place to monitor and support kaiako' goals and further develop professional knowledge.
- Leaders take responsibility for their professional development by integrating both theoretical knowledge and practical application. As a result, they have shared their own learning by contributing to an international publication.
- Kaiako are intentional in co-constructing learning, by implementing a teaching approach that recognises and values the diverse cultural backgrounds and experiences of learners. Strengthening documentation for children's assessment to clearly demonstrate the learning outcomes that are achieved, is a next step.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders create a range of authentic opportunities for whānau to share their views and be included in decision making.

- Leaders advocate for equitable practices, which is evident by the opportunities afforded to whānau Māori to share their perspectives. They ensure that these practices and values reinforce the language, culture, and identity of children.
- The service philosophy is currently under review in relation to strengthening their local context. Part of this process is consultation with whānau and kaiako.
- Leaders drive ongoing inquiry and can articulate and demonstrate the effect of their efforts on learners through internal evaluation processes. Leaders now have the opportunity to focus more intently on learner outcomes, including identifying what is effective and what is not for different groups of learners.

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 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 groups 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 - Onehunga 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?

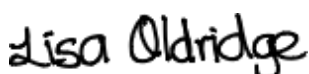
Nurture Early Learning - Onehunga will include the following actions in its quality improvement planning:

- Further strengthen the visibility of impacts and improvements for individual children's learning within assessment documentation.
- Engage in centre-wide internal evaluation which focuses on outcomes for learners and the impact of actions taken on specific groups of children.

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	75 children, including up to 30 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 9%, NZ European/Pākehā 48%, Tongan 5%, Fijian 3%, Indian 8%, Dutch 5%, Chinese 4%, Korean 3%, other ethnic groups 4%.
Service roll	67
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, May 2017

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.