

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Early Years - Rotokauri LTD

Profile Number: 47085

Location: Te Rapa, Hamilton

1 ERO's judgement of Early Years - Rotokauri LTD 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

Early Years Rotokauri LTD is one of two services under new management and governance, led by a group of qualified early childhood teachers. The centre serves an ethnically diverse community, with a significant number of Māori children. The leadership team supports curriculum delivery, daily operations and provide guidance to both qualified and unqualified teachers. The centre was previously known as Twinkle Toes Educare – Rotokauri.

4 Progress since the previous ERO report

ERO's 2022 Akanuku | Assurance Review included a key next step to strengthen assessment, planning, and evaluation to show children's progress aligned with the learning outcomes of *Te Whāriki*, the early childhood curriculum.

As a result of the service changing ownership and management, with most of the staff being new, the focus has been on maintaining regulatory standards and building relationships with children and their whānau. Limited progress has been made in response to the key next step previously identified. While the new owners and teaching team have participated in professional learning to improve assessment, planning, and evaluation practices, the impact of this learning is not yet evident.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children benefit from positive, responsive relationships with teachers, where their emotional wellbeing and social competencies are supported.

- Respectful relationships between teachers, children, and their whānau foster a sense of belonging, helping teachers to better understand and support each child. Intentional teaching strategies build on this well by creating an inclusive environment where children can engage in play and learning.
- Children's learning and progress is documented in assessment records that demonstrate their developing skills, knowledge, dispositions, interest and strengths. Assessment and planning practices are yet to specifically and consistently evaluate learning for children against the valued outcomes from *Te Whāriki*, the early childhood curriculum.
- Infants and toddlers experience a calm and responsive curriculum that meets their learning and development needs. The preschool room has recently been opened and whilst children are beginning to be extended, they are yet to have access to a wide range of resources to support complex and creative learning.

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

Leaders and teachers are taking relevant and practical steps to improve their professional and cultural knowledge.

- Teachers and leaders participate in targeted professional learning and development to enhance their skills. This helps build and share knowledge within the newly formed teaching team, fostering collaboration and growth.
- Children and their whānau are starting to share their home languages, cultures, and identities, with some significant cultural events being celebrated. However, teachers have not yet intentionally planned or documented their responses to the diverse cultures of individual children.
- Recently, teacher professional growth cycles have been introduced to promote improvement. Teachers are working towards goals focused on improving learning outcomes for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are focused on working collaboratively to implement systems and processes for ongoing improvement.

- Collaboration and relational trust are established between teachers, leaders and governance, enabling the sharing of information that benefits children.
- Leadership drives internal evaluation processes that promote positive change. However, current evaluation practices do not yet focus on intentional teaching strategies or assess what is working well for specific groups of children.
- Mentoring and ongoing support from leaders results in positive shifts in teaching practices. This collaborative approach is helping both teachers and leaders to continuously grow their knowledge, skills, and competencies.

Stewardship through effective governance and management | Te Whakaruruhau

The organisation demonstrates strong stewardship by prioritising decisions that purposefully support the learning, health, and wellbeing of children and their whānau, ensuring long-term positive outcomes for all involved.

- Children and their whānau are supported through targeted equity initiatives and comprehensive health provisions, ensuring their full access to and active participation in the curriculum. These tailored actions address barriers and promote an inclusive and supportive learning environment.
- Deliberate recruitment strategies enhance children's cultural connectedness. Partnerships with external agencies strengthen the ongoing progress and development of children with additional learning needs.
- Governance continues to develop and refine systems and processes to support children's learning. A strategic improvement plan focused on long-term priorities for children's learning is still in the process of development.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Early Years - Rotokauri LTD 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?

Early Years - Rotokauri LTD will include the following actions in its quality improvement planning:

- Improve the focus on implementing a curriculum that supports children's growing independence, choice, and the increasing complexity of their learning.
- For teachers to be deliberate in planning for and documenting how their teaching practices and the curriculum respond to the diverse cultures of individual children.
- Improve planning processes by explicitly identifying intentional teaching strategies, evaluating children's progress against the learning outcomes from *Te Whāriki*, and consistently gathering and responding to parents' aspirations for their child's learning.

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)

14 April 2025

9 Information About the Service

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| Service Type | Education and care service |
| Number licenced for | 110 children, including up to 30 aged under 2 years |
| Percentage of qualified teachers | 80-99% |
| Ethnic composition | Māori 37%, NZ European/Pākehā 37%, Cook Islands 10%, Indian 7%, Filipino 6%, Fijian 4% |
| Service roll | 68 |
| Review team on site | February 2025 |
| Date of this report | 14 April 2025 |
| Most recent ERO report (s) These are available at www.ero.govt.nz | Akanuku Assurance Review, July 2022; Akanuku Assurance Review, July 2019 |

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. |