



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Flora and Fauna Early Learning Centre

Profile Number: 48179

Location: Morrinsville

1 ERO's judgement of Flora and Fauna 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

Flora and Fauna Early Learning Centre provides for children aged two years to school-age in a rural setting. The service operates as a mixed-age group, allowing children to learn alongside their peers. The service provider is responsible for leading the teaching team and overseeing daily operations. The philosophy focuses on fostering relationships, building connections with nature, and supporting holistic learning through inclusive practices.

4 Progress since the previous ERO report

Flora and Fauna Early Learning Centre opened in March 2023. This is the first ERO review of the service.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a responsive curriculum that extends their thinking and builds a strong foundation for literacy learning.

- Leaders and teachers engage in effective learning partnerships with parents and whānau, integrating their cultural knowledge and goals into tailored learning priorities for individual and groups of children. This approach supports children's developing literacy, social skills and emotional wellbeing within a high-quality, play-based learning environment.
- Skilful teaching practices, within a well-resourced learning environment, actively support children's learning. Through sustained play-based interactions, children deepen their knowledge and skills, gaining a better understanding of the world around them.
- Transitions are well-managed, with responsive strategies that involve whānau and ensure children confidently progress to school. These practices are supported by strong relationships with local schools and the involvement of external agencies for children with additional learning needs that help these children to fully participate alongside their peers.

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

Children's learning is enhanced through ongoing professional learning of leaders and teachers', which drives continuous curriculum improvement.

- Leaders and teachers effectively use evaluation processes to drive improvement. They make evidence-based changes to their practice and assess the impact on children's learning outcomes.
- Teachers receive regular mentoring and access relevant professional learning, which supports their teaching knowledge. Leaders and teachers have developed their cultural competencies to design and implement a culturally rich curriculum for children.
- Leaders and teachers apply up-to-date professional knowledge of the curriculum, pedagogy and assessment underpinned by *Te Whariki*, the early childhood curriculum, to enhance children's learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders collaborate to effectively implement the service's vision and drive sustained improvement.

- Relational trust supports collaboration, openness to change, and continuous improvement. Leaders and teachers demonstrate professional accountability and lead initiatives that enhance outcomes for children.
- Leadership supports teachers to deliver a highly responsive curriculum that promotes equitable learning outcomes for all children. They ensure that parents' aspirations and goals are clearly reflected in the service's plans for extending children's learning and supporting their wellbeing.
- Service leaders provide distributed leadership opportunities for teachers. As a result, staff are empowered, collaboration is enhanced, and continuous improvement is evident leading to better outcomes for children.

Stewardship through effective governance and management | Te Whakaruruhau

Governance decisions prioritise children's learning and wellbeing, guiding resourcing and strategic direction of the service.

- Governance and management actively seek the input of all families, providing a variety of opportunities for Māori and Pacific families to share their views. They are intentional in supporting Māori children and are finding ways to strengthen their partnership with mana whenua to further enhance the curriculum for all children.
- Service leaders effectively network with external agencies and collaborate with parents to support positive educational and social outcomes for children. They ensure that children with additional needs are well-supported to learn inclusively with their peers.
- Effective recruitment practices, along with a structured approach to induction and professional learning and development, support teachers. These conditions have contributed to the retention of long-serving staff, who enhance the quality of curriculum delivery.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Flora and Fauna 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?

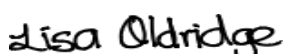
Flora and Fauna Early Learning Centre will include the following actions in its quality improvement planning for governance and teachers:

- Continue working in partnership with mana whenua to ensure that curriculum priorities contribute to sustained positive impacts for children and families.

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)

15 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	24 children aged over 2 years
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 12%, NZ European/Pākehā 96%, Australian 8%, Samoan 4%
Service roll	25
Review team on site	February, 2025
Date of this report	15 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	First ERO report for the service

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.