

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Tamariki Station Ainslie Ltd

Profile Number: 47842

Location: Paeroa

1 ERO's judgement of Tamariki Station Ainslie 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

Tamariki Station Ainslie Ltd is one of two services under the same ownership. A manager oversees daily operations and leads a team of qualified and unqualified staff. The service's philosophy values relationships with whānau and professional growth of the teaching team.

## 4 Progress since the previous ERO report

ERO's 2022 Akanuku | Assurance Review identified two key next steps. These were to take a more consistent and systematic approach to seeking and responding to parent and whānau aspirations for their child's learning, and to increase the range of opportunities for children and their families to share aspects of their cultures with others in the service.

Good progress has been made to seek parent and whānau aspirations for their child's learning. These are gathered and responded to by teachers in assessment information. Positive steps are in place for parents to share their cultural aspirations, with evidence of these being responded to in some assessment records. Limited progress had been made to increase the range of opportunities for children and their families to share aspects of their cultures with others in the service. This remains an ongoing focus.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Teachers skilfully support children to experience a play-based curriculum underpinned by *Te Whāriki*, the early childhood curriculum.

- Infants and young children experience a calm learning environment and interactions with teachers that are responsive and individualised to each child's needs and routines. Teachers respond to children's verbal and non-verbal cues, fostering their language development well.
- Regular excursions to an adjoining nature area enable older children to develop their independence and resilience and make connections with the community. A large outdoor playground provides good opportunities for children to explore and make choices about their experiences.
- Teachers document children's learning over time, capturing their growing capabilities and interests. Documentation is yet to consistently include intentional teaching strategies used by teachers to support children's learning.

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

Teachers' involvement in professional learning supports them to capably use a range of strategies to support children's learning and progress.

- Teachers respond meaningfully to children to develop their understandings and dispositions. Documentation does yet not reflect the impact of professional learning on teaching practice or on learner outcomes.
- Teachers are supported by an external facilitator to engage in a professional growth cycle to build their teaching practice. Regular opportunities are available for teachers to attend professional learning and development aligned with their current interest or service priorities.
- Teachers are building their capability to use te reo Māori and include tikanga Māori as part of a bicultural curriculum. They are taking positive steps to gather and respond to children's languages and cultures.

## **6 Organisational Conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leaders provide the conditions for teachers to enhance their capability to provide a responsive curriculum.

- Service leaders value relational trust and have fostered an environment in which teachers benefit from collaboration. Across the team, information sharing provides support for teachers and consistency for children.
- Leaders are developing an understanding of how to do and use internal evaluation to guide improvement. External support has been sought to improve the quality of the service's current evaluation process.
- Teachers and leaders know children and their families well. Parents are provided with formal and informal opportunities where their aspirations are gathered, and these are responded to in assessment documentation.

### **Stewardship through effective governance and management | Te Whakaruruhau**

Children's wellbeing and sense of belonging is highly prioritised in decision-making.

- Governance has identified challenges that prevent children and families from access to, and inclusion in, the service. They have implemented measures to address these, including a minimal fee structure.
- Governance is taking positive steps to build relationships with local schools and education networks as part of a learning community. This includes a focus on how to better support children and families as they transition to school.
- The service works with external agencies as well as parents and whānau to promote inclusive practices for children with additional learning needs.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Tamariki Station Ainslie 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?

Tamariki Station Ainslie Ltd will include the following actions in its quality improvement planning:

- For teachers to improve planning processes by identifying intentional teaching strategies and how well these practices impact positively on children's learning.
- For teachers to improve evaluation of children's learning based on the valued learning outcomes of *Te Whāriki*.
- For leaders to support teachers' developing capability to do and use evaluation as a process to guide improvement.

#### 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*

Lisa Oldridge  
Director of Early Childhood Education (Acting)

23 April 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	60 children, including up to 20 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 34%, NZ European/Pākehā 56%, other ethnic groups 10%
Service roll	62
Review team on site	February 2025
Date of this report	23 April 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, September 2022

**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)*.

	<b>Above the threshold for quality</b>
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.
	<b>Below the threshold for quality</b>
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.