



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Manaaki Childcare Limited

Profile Number: 47396

Location: Kerikeri

## 1 ERO’s judgement of Manaaki Childcare Limited is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
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
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## 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

Manaaki Childcare Limited is a privately-owned service providing education and care for children in three age-defined learning spaces. A registered owner and team leader oversee governance and daily operations. The philosophy emphasises respect and kindness for one another, caring for the natural environment and promotes relationships and connections between whānau, teachers and children. Half the children attending are of Māori heritage. Since the previous ERO review, there have been significant changes in the teaching team.

## 4 Progress since the previous ERO report

The 2021 ERO report identified several non-compliances against regulatory standards in relation to health and safety. These were addressed after the onsite visit. The service continues to make good progress with implementing and regularly reviewing their policies and procedures to ensure health and safety requirements are met.

## 5 Learning Conditions

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

Well-established systems and processes mean teachers know and respond appropriately to what is happening for children in relation to the outcomes of *Te Whāriki*, the early childhood curriculum.

- Children with diverse needs are well-supported in an inclusive environment. Teachers identify children's learning needs and adapt teaching strategies to support their ongoing learning and development.
- Te reo Māori and tikanga Māori are naturally woven throughout the daily programme. Teachers are becoming increasingly proficient in their use of te reo Māori.
- Assessment comprehensively shows children's interests, skills, prior knowledge and milestones achieved, in addition to their progress in learning. Children's cultures, languages and identities are not yet consistently visible within their assessment records.

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

Children's learning is well-supported through leaders and teachers being engaged in ongoing and relevant professional learning that enhances their professional knowledge and practice.

- Leaders and teachers regularly access current research to inform their thinking and teaching practice.
- Teachers continue to build their knowledge and cultural competence to provide a responsive and inclusive curriculum for all children. The service is yet to evaluate its programme of professional learning and development to measure the impact on learning outcomes for children.
- Leaders and teachers demonstrate care as an integral part of the curriculum, especially for infants and toddlers.

## **6 Organisational conditions**

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

Leaders continue to strengthen relational trust which effectively enables collaboration and ongoing improvement.

- The service has a systematic approach to ongoing self-review and internal evaluation. Leaders and teachers now need to build a shared understanding of evaluation to consider how their improvement actions have positively influenced outcomes for all children.
- The service leader regularly models and monitors expected professional practice to ensure the well-being and learning of all children.
- The leader has implemented a process for appraisal, and teachers proactively engage in the process. Leaders now need to consider the extent to which their approach to feedback is consistently supporting teachers' ongoing professional practice, including in relation to future leadership.

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

Children's learning and wellbeing is a primary focus for decision making and resourcing.

- The strategic plan has an equity lens for removing barriers to success to improve outcomes for all children. The leader now needs to monitor progress against these priorities.
- Leaders have refined and embedded policies and procedures to effectively guide practice, including building teaching capability and meeting regulatory compliance.
- Leaders promote a strong focus on whanaungatanga and manaakitanga in line with the centre's philosophy.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Manaaki Childcare Limited 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?

Manaaki Childcare Limited will include the following actions in its quality improvement planning:

- Consistently make children's culture, language and identity visible within their assessment records.
- Provide ongoing critical feedback and feedforward to continue to build teacher and leadership capability.
- Build collective ability to do and use internal evaluation effectively to drive ongoing improvement across all areas of the service.

### 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)

2 April 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 40 %, NZ European/Pākehā 40%, Samoan 10%, other Pacific groups 1%, other ethnic groups 9%
Service roll	43
Review team on site	November 2024
Date of this report	2 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, January 2021.

### 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.