



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Manawa Children's Village

Profile Number: 48184

Location: Wallaceville, Upper Hutt

1 ERO's judgement of Manawa Children's Village 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

Manawa Children's Village is a privately-owned service, governed by the owner. The service operates across several HomePods (learning areas), each with its own philosophy. Children play and learn in their own HomePod and have opportunities to engage in mixed-age play. A centre manager leads the teaching team. Since opening, there have been significant changes to staffing and leadership. The service prioritises supportive relationships between children, teachers, parents, and whānau.

4 Progress since the previous ERO report

This is the first ERO evaluation since the service opened in 2023.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The curriculum is in the early stages of implementation and leaders and teachers are working towards embedding its delivery across the service.

- Leaders and teachers provide learning environments that encourage children's exploration and creativity. A range of assessment styles is used to document children's progress over time, but guidelines clarifying expectations for children's assessment have not been established.
- Children with diverse learning needs are well supported in participating in the curriculum alongside their peers. Leaders and teachers ensure that early interventions are responsive and inclusive of each child's individual needs.
- There is some reference to cultural events and aspects of te ao Māori in children's learning documentation and HomePod environments. However, the visibility of all children's languages, cultures, and identities is not evident throughout the curriculum.

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

Children's learning is enhanced by leaders and teachers working as a professional learning community.

- A professional growth cycle to support leaders' and teachers' ongoing learning and development is in place. However, records of mentoring discussions and observations of teaching practice to support continuing growth are not formally documented.
- Leaders and teachers regularly share their progress towards their professional growth cycle goals. They discuss their new learning together and how they will apply it to support outcomes for children.
- Teachers' inquiries reflect individual HomePod philosophies and groups of children. These are shared at team meetings, fostering collaboration.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Conditions to develop leadership capability to support quality teaching are establishing.

- Leaders are working to build their capacity to do and use internal evaluation. Focusing on specific areas of the curriculum to identify what is or isn't working and for which learners is not yet embedded in practice.
- Leadership is building internal capacity to develop future leaders and promote the sustainability of service operations.
- Regular leadership meetings are held. These could be strengthened by more formal documentation of impacts and outcomes for children.

Stewardship through effective governance and management | Te Whakaruruhau

Governance and management strategically allocate resources in ways that align with the service's philosophy, vision, and learning goals.

- Governance ensures the annual budget provides for staff well-being, along with regular opportunities for professional learning and development. They actively seek ways to address equity issues for some children and their whānau.
- Organisational factors such as qualifications, space, group size, and facilities support teaching and learning provisions within the centre.
- Evaluation of the 2024 strategic plan shows that governance and leadership are actively identifying areas for ongoing improvement.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Manawa Children's Village 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 Areas of Concern

ERO found areas of concern in the service relating to:

- Fully completing all aspects of the safety checking process.
- All regular and spontaneous excursions must be documented to include all aspects of the licensing criteria.

Licensing Criteria for Early Childhood Education and Care Centres 2008; GMA7a, HS17

9 Where to next for improvement?

Manawa Children's Village will include the following actions in its quality improvement planning:

- Create guidelines for the assessment, planning, and evaluation of children's learning to provide leaders and teachers with clear expectations that promote consistent practice across the service.
- Establish regular observations of teaching practice and formally document mentoring discussions to enhance the professional practice of leaders and teachers.
- Improve the visibility of children's cultures, languages and identities across the curriculum to create an inclusive learning environment that fosters positive outcomes for all 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

Lisa Oldridge
Director of Early Childhood Education (Acting)

29 April 2025

10 Information About the Service

Service Type	Education and care service
Number licenced for	90 children, including up to 25 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 10%, NZ European/Pākehā 46%, Indian 11%, Pacific 4%, Filipino 4%, British 3%, European 3%, Irish 3%, other ethnic groups 17%.
Service roll	101
Review team on site	February 2025
Date of this report	29 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	This is the first ERO review of 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.