



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Nest Early Learning Centre

Profile Number: 47793

Location: Edgecumbe

1 ERO’s judgement of Nest Early Learning Centre 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

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

Nest Early Learning Centre is a privately-owned, purpose-built service providing for children up to school-age, in two age-based rooms. The owner, who is also the centre leader, has responsibility for governance and management of the service. A newly appointed curriculum leader has oversight of teaching and learning. The service's philosophy aspires for children to develop an appreciation for Papatūānuku (Mother Earth).

4 Progress since the previous ERO report

ERO's 2023 Akanuku | Assurance Review report identified opportunities for children to learn about other children's cultures as an area to strengthen. A good level of progress is evident following leadership changes that provided clear oversight of curriculum. Leaders have drawn on internal and external guidance to strengthen the curriculum, resulting in practices that better acknowledge and respond to children's individual languages and cultures.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Priorities for children's learning are well-embedded and are carefully considered in curriculum design and delivery.

- Teachers have formed responsive partnerships with parents and whānau, based on respect and agreed priorities for learning that contribute to positive outcomes for children. Children's transitions into and through the service are well-considered and supportive of the individual needs of children and their whānau.
- Teachers' skilful teaching strategies enhance the mana of children. Collaboration, inclusion, fairness, and children having opportunities to be independent are highly evident.
- Assessment information shows children's interests and progress over time. There is variability in how well teachers assess, plan for and evaluate children's learning.

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

Children's learning is well-supported by leaders' and teachers' professional knowledge.

- The intentional use of resources and teachers' individual strengths provides many opportunities for children to make decisions about their learning and for teachers to extend or enhance children's experiences. Teachers draw on a range of appropriate strategies to encourage critical thinking and complexity of learning for older children.
- Teachers are familiar with and use current research to inform change and curriculum decisions. Currently evaluation is focused on increasing the extent to which aspects of te ao Māori are included in the curriculum and as part of teaching practices.
- A culture of collaboration and openness to improvement is evident that contributes to shared understandings and cohesiveness within the teaching team. Teachers and leaders actively seek and utilise relevant professional learning that contributes to their growth.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders have embedded organisational conditions that enable them to collectively enact the service's philosophy, values and priorities for learning.

- Clear guidance and expectations that enable accountability and collective responsibility for the wellbeing and learning of children are enacted by leaders. A culture of relational trust is positively impacting teachers' practices and pedagogical growth.
- External support is well-utilised by leaders to enhance their processes and practices. They have been deliberate in refining these systems to better support management of the service.
- Leaders have the capability and are now building a collective understanding of how to undertake evaluation to inform improvement.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing are thoughtfully considered in decisions made by those responsible for stewardship.

- Parent and whānau aspirations for their children's learning materially influence the service's plans and priorities. Varied methods of communication are used well to enable ongoing consultation with families.
- Maintaining relationships between the service, external agencies and the wider community is prioritised through resourcing decisions. The provision of professional learning opportunities builds the knowledge of those responsible for governance and promotes a lens on equitable outcomes for children.
- Robust and fit-for-purpose systems and processes, policies and procedures provide a strong foundation to promote children's learning and wellbeing.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Nest 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?

Nest Early Learning Centre will include the following actions in its quality improvement planning:

- Use a differentiated approach to grow individual teachers' understanding and capability to consistently document assessment and planning processes well.
- Align the service's priorities for children's learning with the outcomes from *Te Whāriki*. This includes evaluating the curriculum and teaching strategies to determine what worked or not and for which groups of children.
- Build leaders' understanding of how to do and use evaluation for improvement across a range of practices to better support the developing collective capability of the teaching team.

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)

1 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	32 Children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 54%, NZ European/Pākehā 45%, Pacific 1%.
Service roll	47
Review team on site	February 2025
Date of this report	1 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, June 2023; Akanuku Assurance Review, March 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)*.

	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.