



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Tui Early Learners Nestlings-Fledglings

Profile Number: 50105

Location: Terrace End, Palmerston North

1 ERO's judgement of Tui Early Learners Nestlings-Fledglings 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

Tui Early Learners Nestlings-Fledglings is under the ownership of Tui Early Learners. It is one of four services located in Palmerston North and Feilding. A senior leadership team provides organisational and educational leadership across all services. Since the previous ERO evaluation, there have been some changes in leadership at the centre. Children learn in two age-specific areas.

4 Progress since the previous ERO report

The 2022 ERO report identified four improvement actions to progress. These were:

- give priority to the use of learning outcomes from *Te Whāriki*, the early childhood curriculum, across multiple sources of information to show children's increasing capabilities
- continue to increase the consistent use of spoken te reo Māori
- continue to strengthen the visibility of children's language, culture, and identity within documented assessment
- further refine the use of evaluative questions and clear measurable indicators of quality within internal evaluation to strengthen understanding of how individuals and groups of children are progressing.

While a range of other improvement actions have been implemented, there has not been a systematic approach to planning for or monitoring progress towards these improvement actions. Limited progress has been made.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Learning focused-partnerships with parents and whānau clearly support a rich child-led curriculum.

- Children experience a curriculum responsive to their interests and own decisions about their learning. They engage in sustained interactions with teachers and other children that enhance their developing social competencies.
- Children's learning is well supported by assessment for learning, which is underpinned by intentional teaching practices and the learning outcomes from *Te Whāriki*. Teachers plan broad teaching strategies to extend learning; however, these are not yet specific to individual learners or well evaluated in relation to their effectiveness.
- Children hear some te reo Māori. Consideration of children's languages, cultures and identities within assessment for learning is variable.

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

Organisational conditions increasingly support and enable leaders and teachers to build their professional knowledge and improve teaching practices.

- Effective provision for professional learning and development supports participation and encourages leaders and teachers to reflect on their teaching practice.
- Expectations for the delivery of a bicultural and culturally responsive curriculum are woven through a range of professional learning opportunities and improvement actions. There is some recognition of some children's cultures, languages and identities in the enacted curriculum.
- A range of programmes and initiatives are growing teacher practice to better support children's developing social competencies and diverse learning needs.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The organisation has embedded the conditions to develop leadership capability to enable high-quality teaching.

- Senior leaders role model, mentor, and coach centre leaders, providing differentiated support. Relational trust, distributed leadership and building teaching capabilities continue to be highly evident.
- At service level, centre leaders continue to develop their skills to mentor and coach teaching teams through a range of improvement actions to grow teacher capability. A useful process is in place to promote critical reflection specifically related to growing teachers' use and understanding of intentional teaching strategies.
- Leadership of evaluation for improvement is in the early stages of helping teachers and other leaders to understand what has worked well, or not, and for which individuals and groups of learners.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing are considered in resourcing and decision-making.

- Embedded systems promote human resource management, capability building, and children's health and safety. Useful collaboration with relevant agencies and community organisations supports broader educational outcomes.
- Resourcing has been allocated to actively reduce barriers to learning for children with additional learning needs. The Early Intervention Leader provides an inclusive and consistent approach in working alongside children with diverse learning needs and in providing support for families, whānau and teaching teams.
- The organisation's values are promoted, and strategic planning is in place. While reporting systems are evident, and some progress is monitored, there is not yet a systematic process enabling senior leaders to consider progress towards desired outcomes for all groups of learners.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Tui Early Learners Nestlings-Fledglings 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?

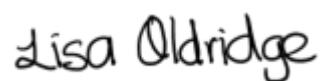
Tui Early Learners Nestlings-Fledglings will include the following actions in its quality improvement planning:

- Develop a systematic quality improvement plan that includes monitoring and reporting progress towards improvement actions across all services.
- Improve the evaluation leadership capability across all levels of the organisation by gathering and scrutinising a range of relevant data about the learning and progress of individual children and groups towards desired outcomes.
- Improve teaching knowledge, practice, and response to languages, cultures and identities alongside whānau Māori, families of Pacific heritages and families of culturally diverse learners.

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.](#)

A handwritten signature in black ink that reads "Lisa Oldridge". The script is cursive and fluid.

Lisa Oldridge
Director of Early Childhood Education (Acting)

22 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	80 children, including up to 20 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 17%, NZ European/Pākehā 78%, Indian 10%, Samoan 7%, Filipino 3%, Papua New Guinean 3%, Japanese 3%, South African 3%, other Pacific groups 2%, other ethnic groups 14%
Service roll	57
Review team on site	February 2025
Date of this report	22 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, September 2022; Education Review, August 2017

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.