

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Buds and Blooms Childcare Centre

**Profile Number:** 25387

**Location:** Mangere, Auckland

1 ERO's judgement of Buds and Blooms Childcare Centre 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

Buds and Blooms Childcare Centre is one of two privately-owned centres. The service provider is responsible for governance and management. A centre supervisor oversees daily operations. Children, whānau and teachers reflect the diverse cultures of the local community. Christian values and the centre philosophy guide teaching and learning.

## 4 Progress since the previous ERO report

The 2022 ERO Akanuku | Assurance Review report did not include key next steps. Since the change of ownership in 2021, leaders have prioritised increasing enrolments, building relationships, and fostering a sense of belonging with children and their whānau.

## 5 Learning Conditions

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

The curriculum is beginning to reflect the full breadth and depth of *Te Whāriki*, the early childhood curriculum.

- Assessment of children's learning appropriately reflects their interests and dispositions. Individual learning stories do not yet provide clear evidence of children's learning progress over time.
- Children demonstrate belonging. Teachers foster an approach to teaching underpinned by respectful relationships with children and their whānau.
- Leaders and teachers prioritise care as an integral part of their teaching. Purposeful teaching strategies to enhance children's learning are not fully embedded within the curriculum.

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

New systems and processes to enhance professional growth are in the early stages of being established.

- A newly developed professional growth cycle supports teachers' ongoing learning. This has yet to be fully implemented, including the identification of intentional professional learning and development opportunities that enable teachers to strengthen their practice in identified areas for improvement.
- Leaders are in the early stages of developing a systematic process for internal evaluation to support ongoing improvement.
- Teachers' use of children's home languages, including te reo Māori, is yet to be embedded in teaching practice. Leaders have identified this as an area to improve.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders are taking steps to foster an environment that supports collaboration and drives improvement.

- Leaders are providing opportunities for teachers to explore *Te Whāriki* to foster a shared understanding of its implementation in daily practice.
- Leaders and teachers are in the early stages of developing their knowledge and understanding of internal evaluation. They have yet to show how evidence-based changes to their practice positively impact outcomes for individual children and groups.
- Relational trust between leaders, teachers and whānau is established. However, the perspectives of parents and whānau are yet to be considered in designing a curriculum responsive to each child's languages, culture, and identity.

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

Those responsible for governance are in the early stages of establishing planning and priorities for improvement.

- A strategic plan is in place and in the early stages of implementation. It has yet to be evaluated to determine how well performance aligns with the service vision and goals.
- Children's learning and development are supported through positive parent relationships.
- Human resource policies, procedures, and practices support the recruitment and induction of suitable staff and promote adult-child ratios that exceed minimum requirements.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Buds and Blooms Childcare 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?

Buds and Blooms Childcare Centre will include the following actions in its quality improvement planning:

- Take steps to build teachers' knowledge and understanding of *Te Whāriki*, so that planning practices clearly incorporate intentional teaching strategies, and learning assessments effectively identify and evaluate children's progress over time.
- Fully implement the professional growth cycle to support the ongoing development of teachers and leaders.

### 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)

21 May 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	100 children, including up to 30 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 13%, NZ European/Pākehā 4%, Tongan 25%, Samoan 22%, Cook Island 4%, Fijian 4%, other Pacific groups 3%, Filipino 4%, Indian 4%, South African 3%, other ethnic groups 7%.
Service roll	68
Review team on site	February 2025
Date of this report	21 May 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, November 2022; Education Review, April 2016

### 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.