

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Above and Beyond Education and Care

Profile Number: 40338

Location: Tauranga

1 ERO's judgement of Above and Beyond Education and Care 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

Above and Beyond Education and Care is one of four services in the Bay of Plenty under the same ownership. An education leader guides the teaching team and leads service operations. Three age-based rooms provide for children from birth to school age. The philosophy prioritises relationships, connections, and respect.

4 Progress since the previous ERO report

The 2021 ERO report identified a key next step in relation to strengthening the visibility of parents' and whānau perspectives in assessment, planning and evaluation. Good progress has been made. Aspirations from parents and whānau are regularly gathered by teachers and evident in assessment of children's learning.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children successfully learn, explore, and follow their interests in a responsive play-based curriculum.

- Well-resourced environments support children to develop their knowledge, skills and learning dispositions. Appropriate teaching practices promote older children's thinking and foster the developing interests of infants and toddlers.
- Established partnerships with parents and whānau support children's developing social competency, emotional wellbeing, and aspects of cultural collectiveness. Parents' and whānau aspirations identify priorities for children's learning, and teachers positively respond to these in curriculum planning.
- Teachers regularly record children's learning, in partnership with parents. They have yet to intentionally evaluate the identified learning outcomes in *Te Whāriki*, the early childhood curriculum, and their own teaching practices, to determine what works well for individual children and groups of children, and why.

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

Leaders and teachers engage in ongoing learning and professional networking, which effectively contributes to positive outcomes for children.

- Leaders and teachers individually and collectively inquire into aspects of their practice, asking themselves what works and why. They make evidence-based changes to the curriculum to enhance their support of children's ongoing learning and development.
- Leaders and teachers continue to build their cultural competence to support the design and implementation of a rich and localised curriculum for all children.
- Collegial relationships with local schools and external agencies enable children needing additional support to participate in the curriculum alongside their peers. Well-managed and responsive transitions into and within the service, and onto school, respond well to each child and their whānau.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders effectively promote the service's values and philosophy.

- Leaders model and expect professional accountability and collective responsibility for the learning and wellbeing of all children.
- A distributed leadership approach supports team collaboration and provides opportunities for teachers to gain knowledge and experience of leadership responsibilities.
- Relational trust between leaders and teachers enables ongoing improvement. Leaders promote and support professional development for teachers to enhance their teaching practice.

Stewardship through effective governance and management | Te Whakaruruhau

The organisation's policies, procedures, and practices align well with its overarching values and effectively promote the wellbeing of teachers, children, and whānau.

- Purposeful resource allocation clearly aligns with priorities for children's learning across all services.
- Collaborative and targeted ongoing professional learning builds leadership and teacher capability. Successful initiatives, including networking between external agencies, support children's access to an inclusive curriculum.
- Reliable processes to measure, evaluate and monitor strategic priorities against organisational values are not yet in place.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Above and Beyond Education and Care Above and Beyond Education and Care 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.

Licensing Criteria for Early Childhood Education and Care Centres 2008

8 Where to next for improvement?

Above and Beyond Education and Care Above and Beyond Education and Care will include the following actions in its quality improvement planning:

- Develop the localised curriculum to reflect the things that are important to children and their families, to kaiako, and to the wider community.
- Improve planning processes in relation to the valued learning outcomes from *Te Whāriki* to evaluate children's progress against these outcomes, including consideration of how well teachers' intentional teaching strategies support children's learning.

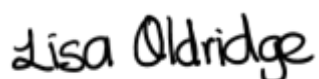
Above and Beyond governance will include the following in its quality improvement planning to improve consistency of quality across the group:

- Develop and implement a documented system to monitor and evaluate progress towards organisational objectives and values in collaboration with families and the wider community.

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
Director of Early Childhood Education (Acting)

7 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 15 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 37%, NZ European/Pākehā 35%, Cook Island 5%, other Pacific 4%, other ethnic groups 19%
Service roll	50
Review team on site	December, 2024
Date of this report	7 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, June 2021; Education Review, December 2019

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.