

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Above and Beyond In The City Ltd

Profile Number: 47864

Location: Tauranga

1 ERO's judgement of Above and Beyond In The City 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 In the City Ltd 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. Two 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 2022 ERO report identified three key next steps relating to strengthening intentional teaching practices, involving children in decision-making, and increasing the reflection of cultures, languages and identities of all children in assessment records and teaching practices. There has been good progress in all these areas.

Teachers have improved the learning environments and curriculum delivery to ensure they are intentionally responding to the different ways children learn. There are more sensory and open-ended experiences to promote creativity and imagination.

Children are consulted about decisions that affect them through respectful and responsive teaching practices that respond to their individual needs.

Parents' aspirations inform planning and assessment processes. Leaders and teachers have engaged in ongoing and intentional professional learning about the values and pūrākau (storytelling) of Ngāti Ranginui and are weaving these within the daily programme. Teachers capably integrate te reo Māori throughout the curriculum and children use and respond to kupu Māori and New Zealand sign language in their play and during routines.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a rich play-based curriculum that successfully facilitates and extends their interests, knowledge, and ways of learning.

- Learning spaces are highly inviting and well-resourced, supporting older children to be creative with natural materials, experiences, and challenges. Children's critical thinking and problem-solving are promoted through teachers' intentional and responsive questioning and shared reflection.
- Younger children learn and explore at their own pace, in indoor and outdoor environments that support their sense of curiosity and learner identity. Access to all areas of play provides a variety of sensory experiences that fosters children's engagement in learning.
- Intentional teaching practices are identified, documented and some are evaluated. A next step is to strengthen planning processes to include evaluation of children's progress in relation to the valued learning outcomes from *Te Whāriki*, the early childhood curriculum.

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

Teachers and leaders implement a highly responsive curriculum through respectful practices, professional knowledge, and expertise.

- Teachers have many opportunities to engage in ongoing and intentional professional learning as a group and as individuals. They are using new knowledge and strategies in their practice that align with a rich bicultural curriculum.
- Professional growth cycles are in place for teachers to monitor and evaluate the impact of improvements to their teaching practices. Teachers are yet to focus on the impact of these changes for children.
- A strong positive working culture is in place that supports collaboration for improvement. Effective teamwork creates a culture for learning that promotes a responsive curriculum.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Effective leadership and relational trust enable teachers to design and implement a rich and responsive curriculum for all children and their whānau.

- The leader is actively involved in all centre operations, including mentoring of teachers and supporting pedagogical knowledge. The established teaching team has strong relational trust that effectively contributes to teachers' ongoing professional growth.
- Internal evaluation is embedded and shows improvements in teaching practice that support positive outcomes for children's learning and development over time.
- The organisation's overarching values are clearly identified in the philosophy and are highly evident in the service's documents, evaluation practices and the experienced curriculum.

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

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Above and Beyond In The City 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 In The City will include the following actions in its quality improvement planning:

- Improve the professional growth cycle, to more effectively evidence the impact of teaching improvements on outcomes for individuals and groups of children.
- Improve planning processes to explicitly identify intentional teaching strategies and evaluate children's progress against these in relation to the valued learning outcomes from *Te Whāriki*.

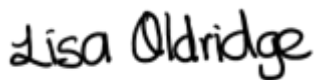
Above and Beyond governance will include the following in its quality improvement planning to improve consistency of quality across the group:

- 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 18 aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 32%, NZ European/Pākehā 65%, other ethnic groups 17%
Service roll	57
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, September 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.