



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Above and Beyond Tauriko

Profile Number: 47481

Location: Tauriko, Tauranga

1 ERO’s judgement of Above and Beyond Tauriko 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

Above and Beyond Tauriko one of four services in the Bay of Plenty under the same ownership. An education leader guides the teaching team and leads service operations. Four 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 three improvement actions relating to promoting home languages of children within the curriculum, further strengthening the bicultural curriculum, and strengthening the evaluation of assessment and planning.

There has been good progress toward including children's home languages within the curriculum, including assessment and planning records. Physical resources, music and wall displays reflect a variety of cultures. Parents have contributed to these. Teachers identify this as a continuing area of growth.

Good progress has been made to strengthen the bicultural curriculum. Teachers' growth cycles demonstrate their ongoing commitment to building their knowledge and practice. Use of te reo Māori in children's assessment is evident. Teachers use kupu Māori spontaneously in their interactions with children. Te ao Māori is evident in the physical environment and learning resources.

There has been good progress toward evaluating assessment and planning. The newly established method of documenting the planning cycle shows evaluation of children's recent progress. Leaders have identified a need to refine the evaluation process to more intentionally evaluate the learning outcomes for individual children identified in the planning phase.

## 5 Learning Conditions

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

Children learn within a responsive, child-led and play-based curriculum that supports their agency and choice.

- Learning environments support children to develop their knowledge, skills, aptitudes, and learning dispositions. Appropriate teaching practices extend older children's thinking and foster the developing communication skills of infants and toddlers.
- Assessment and planning records detail children's learning and interests over time. Teachers 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 for individual children and groups of children, and why.
- Māori learners have some opportunities to experience aspects of their language and culture. Leaders and teachers recognise the need to strengthen their response to the home cultures, languages and identities of all children across all areas of the curriculum.

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

Relational trust enables leaders and teachers to work collaboratively to implement a responsive curriculum for children.

- Teachers regularly participate in professional learning and development, and new knowledge is shared within the team. Some consideration of how improved professional practice has promoted positive outcomes for children is evident.
- Professional growth cycles are in place, evidencing teacher growth over time. Teachers are yet to evaluate how changes to their practice have contributed to positive outcomes for children's learning.
- Relationships with external agencies support children with additional learning needs to participate in the curriculum alongside their peers.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders effectively support professional practice and continue to enable collaboration for improvement.

- The education leader models positive relationships and provides ongoing mentoring and support for all teachers.
- A useful internal evaluation process is in place that shows teachers' growth and some general outcomes. A next step for internal evaluation is to include quality indicators, and to monitor and evaluate these in relation to outcomes for groups of children.
- The leader capably models the organisation's values and philosophy. Systems continue to be monitored to effectively support daily operations.

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 established.

## 7 Management Assurance on Legal Requirements

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

- Consistently promote and reflect children's cultures, home languages and identities in the learning environment and curriculum.
- 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 teachers' intentional teaching strategies support children's learning.
- Develop internal evaluation across all aspects of the programme, including the use of quality indicators, to monitor outcomes for groups of children over time.

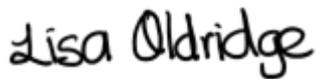
Above and Beyond governance will include the following in its quality improvement planning to improve consistency of quality across the group:

- 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	97 children, including up to 25 aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 24%; NZ European/Pākehā 56%, Other Pacific 20%,
Service roll	109
Review team on site	December 2024
Date of this report	7 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, June 2021.

### 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.