



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Nature Kids Motueka

Profile Number: 46202

Location: Motueka

1 ERO's judgement of Nature Kids Motueka 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

Nature Kids Motueka is a small family-owned and operated service, located in a rural setting providing education and care for children aged two to six years. The service philosophy is based on the principles of manaakitanga - respect, whakamana - empowerment, aroha - love, whānau - family, peace, holistic development, responsibility, whangaungatanga - relationships, collaboration and community.

4 Progress since the previous ERO report

Good progress has been made against the improvement actions identified in the 2021 ERO report. These related to strengthening and embedding kaiako understanding and use of the learning outcomes from *Te Whāriki*, the early childhood curriculum, to analyse and interpret significant learning moments for tamariki to show their learning progress over time; and to further develop understanding and implementation of effective internal evaluation processes to continue to improve the curriculum and outcomes for children.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Learner-focused partnerships with parents are well embedded, fostering children's social and emotional wellbeing.

- Parents and whānau have ongoing opportunities to contribute to the curriculum. Parents' aspirations are regularly sought and used to plan for their child's learning.
- The service provides a curriculum that positively promotes children's independence and supports them to develop their social and emotional skills. Incorporating children's cultures and languages in the enacted curriculum and in assessment documentation requires improvement.
- Leaders and teachers are highly responsive to children's interests, needs and abilities. Intentional teaching strategies support children to extend their learning through wondering, exploration, creativity and curiosity.

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

Leaders and teachers build on their professional knowledge and develop shared understandings to support the wellbeing of children and whānau.

- Leaders and teachers access relevant professional learning and development to support the diverse learning needs of their community. A professional growth cycle guides teachers to inquire and build on their current practice.
- Good levels of relational trust between leaders and teachers promotes ongoing professional discussions to ensure consistent and high-quality teaching practices.
- Leaders and teachers have the skills and knowledge to respond meaningfully to children's learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership has embedded the conditions to enable high quality teaching.

- Distributed leadership enables leaders and teachers to work collaboratively to enact the philosophy.
- The service provides ongoing opportunities for parents and whānau to be involved in decision making.
- Leaders and teachers are building capability to do and use evaluation effectively. Some further work is required for the service to better understand the impact of improvement actions on individuals and groups of children.

Stewardship through effective governance and management | Te Whakaruruhau

Governance and management systems and processes are clearly guided by the service philosophy and priorities for learning.

- A strategic plan sets the direction for the service. Resourcing allocated, aligns well to the service's philosophy and learning priorities.
- The learning and wellbeing of children and whānau are key in decision making. Leaders identify and act timely to remove barriers to children's participation in the service.
- A well-designed nature-based learning environment provides opportunities for challenges, problem solving and supporting children to develop a good sense of belonging.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Nature Kids Motueka 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?

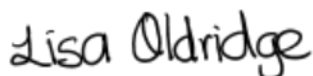
Nature Kids Motueka will include the following actions in its quality improvement planning:

- Reflect and respond to children's cultures and languages through the enacted curriculum and in assessment documentation.
- Leaders and teachers to build their collaborative understanding of internal evaluation with a clear focus on findings that show the impact on 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.](#)



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	29 children aged 2 and over
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 17%; NZ European/Pākehā 83%
Service roll	30
Review team on site	March 2025
Date of this report	7 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, October 2021; Education Review, June 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)*.

	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.