



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Tiny Voices Wellington

Profile Number: 47956

Location: Wellington

1 ERO's judgement of Tiny Voices Wellington 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

Tiny Voices Wellington is one of five services under shared ownership by the Tiny Voices organisation. A qualified general manager/owner supports leaders. The leadership team includes a centre manager and three head teachers who work across the four learning spaces. There have been significant changes to the leadership team and some changes to the teaching team since the previous ERO review. The purpose-built facility opened in 2020. The service philosophy values whānau contribution and the local community. The service is in central Wellington and is culturally diverse, including staff and children.

## 4 Progress since the previous ERO report

Limited progress has been made in relation to the 2022 ERO Akanuku | Assurance report key next steps: continuing to encourage parents to have input into their children's learning plans; and more strongly reflect children's cultures, languages and identities in their assessment documentation. These remain as part of the quality improvement plan moving forward.

The service has made good progress in relation to providing some consistent and meaningful opportunities for children to hear te reo Māori and experience te ao Māori.

## 5 Learning Conditions

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

Children experience an environment where they can be involved in a variety of activities, experiences and excursions that support them to have choice and agency of their own learning.

- Infants and toddlers experience a calm, settled environment where care routines are prioritised and valued. Children have a sense of security and are able to predict what happens next.
- Aspects of te reo Māori and tikanga Māori are evident through daily practices. Parents and whānau contribute to some cultural celebrations, supporting children's growing awareness of a variety of the centre's diverse languages and cultures.
- Assessment, planning and evaluation documentation is yet to clearly align with *Te Whāriki*, the early childhood curriculum. There is limited evidence of parental aspirations being gathered, alongside learning outcomes being used to inform planning and assessment for learning.

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

Leaders and teachers are in the early stages of taking steps to build their professional knowledge to design and implement a responsive curriculum.

- An inquiry-based professional growth cycle supports leaders and teachers to reflect on aspects of their practice in relation to the service priorities for children's learning.
- Teaching teams are encouraged to identify and engage in relevant professional learning and development.
- Leaders and teachers are yet to consistently identify new learning from professional development undertaken and the impact of this on outcomes for learners.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Governance is in the early stages of establishing the conditions to develop leadership capability to support quality teaching.

- Collaborative self-review, relevant to aspects of the curriculum, is responsive to the learning priorities for some children.
- Systems for sharing information are in place to support staff and teams to understand expectations, build shared understanding and relational trust.
- Intentionally building leadership capability is required so leaders can support their teaching teams, to further unpack the expectations of *Te Whāriki*, to more consistently implement assessment, planning and evaluation.

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

Governance and management allocate resources aligned to the services philosophy, vision, and goals.

- Governance regularly engages with leaders to support them to understand the organisation's expectations, and to ensure accountability for implementing systems for improvement.
- The service strategic plan sets the direction for improvement, aligned to the priorities for teaching and learning.
- Governance has recently implemented professional learning to build teachers understanding of the philosophy and intentional teaching strategies. However, they are yet to develop a responsive plan to build leadership capability to effectively mentor teaching teams.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Tiny Voices Wellington 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?

Tiny Voices Wellington will include the following actions in its quality improvement planning:

- Develop and implement effective guidelines outlining clear processes for planning, assessment and evaluation of children's learning that meet the expectations of *Te Whāriki*.
- Governance and management to intentionally build leaders capability to more effectively mentor teachers and identify the impact of professional learning on outcomes for 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

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	95 children, including up to 20 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 6%, NZ European/Pākehā 46%, other ethnic groups 49%
Service roll	87
Review team on site	January 2025
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, November 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)*.

	<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.