

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Bright Bears Early Childhood Centre

Profile Number: 10152

Location: Whangaparaoa, Auckland

1 ERO's judgement of Bright Bears Early Childhood Centre 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

Bright Bears Early Childhood Centre is one of six services under the same ownership. These services operate independently with different philosophies, policies and procedures that support the needs of the local community. The owner promotes collaboration within these services.

A registered long-standing centre manager operates the service with the support from two teachers. The centre manager is supported regularly by a mentor.

4 Progress since the previous ERO report

In May 2021, the ERO Akarangi | Quality Evaluation report identified three improvement actions: empowering children to lead their own and others' learning; making the centre's values part of the everyday language for children, staff, and whānau; and actively seeking whānau input to shape curriculum design.

Good progress has been made in empowering children to lead their own learning. The centre's values are now part of everyday language for children, staff, and whānau. Leaders have actively sought whānau input, incorporating family aspirations into children's learning plans and portfolios. However, the consistent use of these aspirations to inform curriculum design is yet to be achieved. Although progress has been made, additional focus is required to fully embed these improvements, understand how effective they are and know what difference they are making for children.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service curriculum reflects the breadth and depth of *Te Whāriki*, the early childhood curriculum, with children's learning outcomes well-embedded into assessment documentation by teachers.

- Children lead their own learning in a carefully designed environment. Responsive, trusting relationships between children and teachers foster a deep understanding of the expectations and kaupapa of the place.
- Te reo Māori is purposefully integrated into the daily curriculum by some teachers. There is potential to further strengthen the reflection of individual children's languages, cultures, and identity within assessment documentation.
- Teachers and leaders consistently document the continuity of children's learning. Positive feedback from parents demonstrates established, strong relationships with families and the wider community.

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

Teachers and leaders have access to professional learning that enhances their knowledge and capability, with regular, purposeful reflection driving continuous improvement in their practice.

- Teachers engage in a professional growth cycle that aligns with both centre and personal goals, fostering ongoing development. A child-centred approach enables teachers to reflect on their learning, shifts in their practice and the impact on children's outcomes.
- The small teaching team shares a clear understanding of tasks and responsibilities, fostering collaborative practice and relational trust. This approach positively influences teaching effectiveness and contributes to a supportive learning environment for children.
- Internal evaluation follows a clear system that promotes collaboration within the team. However, the monitoring process is yet to be fully utilised to evaluate the effectiveness of teaching overtime.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders proactively engage within the professional learning community and embody the service's philosophy, goals and priorities in collaboration with teachers.

- The manager consistently provides opportunities for parents to communicate through formal events and informal daily conversations. This ensures a smooth transition to school, supporting both parents and children.
- Leaders advocate for children and actively promote equitable access for some children, ensuring those in need receive the necessary support. They work with external agencies to promote outcomes for children with additional needs.
- Leaders actively mentor and coach teachers to enhance their professional capabilities through regular meetings and informal advice and guidance. This process is yet to be formalised by documenting critical feedback to support the growth of teachers' skills.

Stewardship through effective governance and management | Te Whakaruruhau

The strategic plan provides clear guidance and direction for the service.

- Outcomes for children and their whānau are promoted by effective systems, processes and internal evaluations. The impact of these practices is evident through assessment documentation and the evaluation of programme planning.
- The owner provides regular support and encourages ongoing collaboration among the group's managers. The impact of this support is seen in improved communication and coordination among the services.
- Those responsible for governance and management work collaboratively with external agencies to remove barriers for children with additional needs. This collaboration promotes equitable outcomes for all children.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Bright Bears Early Childhood Centre 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?

Bright Bears Early Childhood Centre will include the following actions in its quality improvement planning:

- Improve, and make more visible, individual children's languages, cultures and identity within assessment documentation.
- Develop and implement formal documented feedback from mentor to mentee to build professional capability.
- Fully utilise the monitoring process to evaluate the effectiveness of teaching over time.

Activities undertaken by the evaluation team

- Pre-visit Fwith 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)

8 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	25 children aged 2 and over
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 20%, NZ European/Pākehā 47%, Pacific 7%, South African 20%, Swiss 7%.
Service roll	15
Review team on site	January 2025
Date of this report	8 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, May 2021; Education Review, November 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.