



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Early Adventures

Profile Number: 46043

Location: Orewa, Auckland

1 ERO's judgement of Early Adventures 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

Early Adventures is privately owned and operated. A manager oversees daily operations of the service. The philosophy values a play-based curriculum where children take their own lead in learning within a nurturing and inclusive environment. Relationships are at the forefront where children and their families are respected and work in partnership with teachers and leaders to ensure successful outcomes for their children.

4 Progress since the previous ERO report

ERO's 2021 report identified three improvement actions in relation to:

- maintaining children's connections with their home languages and cultural identities
- building the use of te reo Māori in everyday teaching practice and the curriculum
- reviewing the quality of teaching practice with considered questions and evaluative reasoning.

There has been good progress made in all three areas. Leaders and teachers have engaged in ongoing professional learning which has resulted in improved teaching practices and shared knowledge. They have a commitment to the use of te reo Māori which continues to be a focus for the service.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service has effective systems and processes for knowing about what is happening for children in relation to the outcomes of *Te Whāriki*, the early childhood curriculum.

- The learning environment provided for children is equitable, inclusive and affirming. Teachers have varied strategies to support successful transitions into and out of the service in partnership with whānau and local schools.
- Teachers are engaged in learning-focused partnerships with parents and whānau. Teachers value and respond to the aspirations of families for their child's learning which supports the languages and cultures of each child, as well as their learning and progress.
- Efficient assessment practices capture children's interests, skills and knowledge very well. Teachers intentionally use the learning outcomes of *Te Whāriki* and deliberate teaching strategies, to support children's progress and continuity of learning over time.

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

Children's learning is well supported through leaders and teachers being engaged in ongoing professional learning that builds on professional knowledge and practice.

- Leaders and teachers take collective responsibility for their ongoing professional learning. They engage in purposeful and relevant professional learning opportunities fostering their shared growth and improvement to teaching practices.
- Teachers confidently inquire into aspects of their teaching practice. They now need to strengthen documented processes to show the improvements made to their teaching practice and how these changes have positively impacted on children.
- Leaders and teachers remain committed to strengthening their collective knowledge of Māori and Pacific cultures and culturally responsive approaches to inform curriculum decision-making.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders continue to build relational trust which enables collaboration and ongoing improvement.

- Leaders have established a process for internal evaluation that focuses on ongoing improvement and outcomes for children. They continue to build a shared understanding of how to do and use evaluation effectively.
- The service has an effective system for mentoring teachers. Leaders do not yet consistently document critical feedback to teachers to support further improvements to teaching practices.
- Leaders have a focus on equity for all learners. They have a range of systems to identify and consider ways to reduce barriers for all learners within the service.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing is at the forefront for decision making and resourcing.

- The service enacts their strategic priorities by providing resources that support the retention and wellbeing of staff, curriculum support and resourcing, access to professional learning and maintaining good adult-to-child ratios.
- A high level of relational trust between management, teachers, parents and whānau is supporting low staff turnover and a sense of belonging for all stakeholders.
- The service works collaboratively with relevant agencies and the local community to support the quality of educational outcomes for children and their whānau.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Early Adventures 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?

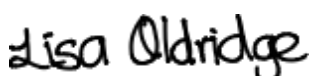
Early Adventures will include the following actions in its quality improvement planning:

- For leaders to provide ongoing critical feedback through mentoring to continue to build on teachers' and leaders' capabilities.
- For leaders and teachers to continue to build their collective capability to do and use effective internal evaluation to better demonstrate improved teaching strategies and children's progress based on the learning outcomes of *Te Whāriki*.

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)

23 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	34 children
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 2%, NZ European/Pākehā 85%, Cook Island Māori 1%, other ethnic groups 12%
Service roll	36
Review team on site	October 2024
Date of this report	23 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, April 2021, Education Review, June 2017

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.