



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: North Haven Child Care and Education Centre

Profile Number: 70421

Location: Timaru, Canterbury Region

1 ERO's judgement of North Haven Child Care and Education 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
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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

North Haven Child Care and Education Centre is a not-for-profit service governed by a committee. A centre manager oversees daily operations and curriculum implementation. Children play and learn in two age-based areas. Since ERO's 2023 review, there have been changes in leadership and governance, including a new centre manager and a new committee.

The service's philosophy prioritises manaakitanga (respect/generosity/care), whanaungatanga (connection/relationship) and kaitiakitanga (guardianship).

4 Progress since the previous ERO report

ERO's 2023 report identified a key next step in relation to strengthening the evaluation of children's learning and using this to inform curriculum design. The service has made limited progress. The new manager and committee have focused on positively managing change and building a team culture. Improving leaders' and teachers' capability in using internal evaluation remains an ongoing area for improvement.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Established systems are in place to formally and informally monitor the progression of children's learning in relation to the enactment of service priorities and values.

- Teachers make children's learning visible in planning and assessment using the language of the learning outcomes from *Whāriki*, the early childhood curriculum. The consistency in the evaluation of children's learning to inform curriculum design needs improvement.
- The service's core value of manaakitanga is widely evident in children's learning and play. Teachers effectively support children's social competence, and the service's learning priority of developing confident and competent learners is successfully integrated into the curriculum.
- Teachers use songs, greetings, and cultural events to incorporate aspects of children's culture, language, and identity into the curriculum. Consistently integrating te reo and tikanga Māori into day-to-day teaching practice is an area for improvement.

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

The service is establishing the conditions to use professional goals, discussions, and learning to build knowledge and implement the service's priorities.

- A process is in place to support the mentoring and coaching of teachers to develop their capabilities. Children and their learning outcomes are considered in teachers' professional reflections.
- Teachers and leaders consider the enactment of some aspects of the service's strategic plan, values, and priorities within their professional growth and learning.
- Leaders and teachers engage in professional learning that builds their capability and reflects their current professional goals. However, this learning has not been evaluated, and its impact on outcomes for children is not known.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The leader actively seeks ways to promote a shared understanding of the service's philosophy, vision, goals, and priorities for children's learning.

- Feedback from parents and whānau is valued and informs service priorities and plans. Leaders and teachers continue to strengthen their collaboration with parents and whānau to promote learning-focused partnerships.
- The service leader facilitates teachers' regular collaboration with external agencies and whānau to support children with additional learning needs to participate in the curriculum alongside their peers.
- The leader promotes a distributed leadership model that supports the service's strategic goal of shared ownership across the curriculum. A strengths-based approach is effectively building teachers' leadership capabilities.

Stewardship through effective governance and management | Te Whakaruruhau

Those in governance are responsive to change and use a range of information to develop strategic priorities, policies, and processes.

- Regular communication between leadership and governance effectively supports decision-making, ensuring that service priorities and regulatory requirements are met. The committee is not yet evaluating its own effectiveness in promoting practices to ensure ongoing improvement.
- The committee has identified that performance management processes for the leader are a current priority. Those in governance are considering how to formalise leadership performance processes to better support the service in achieving its vision and goals.
- The collaborative development of the strategic plan by the committee, centre manager, parents, whānau, and the community has led to a shared vision and stronger alignment in the service's goals and priorities.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of North Haven Child Care and Education 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?

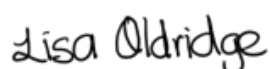
North Haven Child Care and Education Centre will include the following actions in its quality improvement planning:

- Improve the collective capability of leaders and teachers to use internal evaluation for improvement across all areas of the service, including children's learning, curriculum development, teachers' professional learning, and the effectiveness of governance.
- Develop the bicultural curriculum so that teachers and children use te reo Māori spontaneously and purposefully.

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)

2 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 10%, NZ European/Pākehā 55%, Indian 10%, Middle Eastern 9%, Southeast Asian 9%, American 4%, Samoan 2%, other Pacific groups 2%
Service roll	57
Review team on site	January 2025
Date of this report	2 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku I Assurance Review, March 2023; Education Review, November 2019

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.