



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Happy Days Child Care Centre

Profile Number: 55274

Location: Taradale, Napier

1 ERO's judgement of Happy Days Child Care 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

Happy Days Child Care Centre is a privately-owned service, under new ownership since the previous ERO review. Two head teachers, one of whom is new to this role, support the owner with the day-to-day operations and the curriculum. There is a mix of longstanding and newer staff members. Children learn in a mixed-age environment with a separate area for infants and toddlers. The centre is a member of the Ōtātara Kāhui Ako.

4 Progress since the previous ERO report

The 2021 ERO report identified three improvement actions. The service has made good progress in using the learning outcomes from *Te Whāriki*, the early childhood curriculum, as the foundation for children's assessment of learning, and for curriculum planning. These outcomes form the basis for individual planning and are visible in children's learning stories and planning documentation.

Good progress has been made in strengthening the implementation of the appraisal process for ongoing professional growth. An appraisal process is in place that continues to build leaders' and teachers' professional knowledge and expertise to implement a curriculum that is responsive to most children.

Limited progress has been made in strengthening evaluation practices to better understand the effectiveness of improvement actions in achieving equitable outcomes for all learners. Leaders and teachers undertake numerous reviews of curriculum areas.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Established partnerships with parents and whānau support a developing curriculum which successfully reflects the service's priorities of hauora, whakawhanaungatanga, and kaitiakitanga.

- Children's social and emotional competence are well supported through intentional teaching. Teachers use a range of strategies to support children to express themselves, problem solve, and experience tuakana/teina (where the older sibling provides support to younger or vice versa).
- Warm respectful and reciprocal relationships are clearly evident within a calm, slow paced environment where adults provide young children space and time to take the lead in their learning. Teachers are responsive to children's non-verbal cues and signals, fostering their developing oral language.
- The learning outcomes in *Te Whāriki*, the early childhood curriculum, provide the basis for assessment for learning and the service is starting to document capabilities in relation to these learning outcomes for some children. Management and leaders have identified the need to improve consistency of documented assessment, planning and evaluative practices.

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

Leaders and teachers consistently improve their cultural knowledge and expertise to support bicultural, multicultural, and inclusive practices within the enacted curriculum.

- Teachers proactively take responsibility for their own professional growth cycle and professional learning. Leaders and teachers undertake relevant professional learning that aligns to their professional goals, the centre priorities for learning and the strategic plan.
- Leaders and teachers challenge their own teaching practice through ongoing discussions and reflection. This promotes their purposeful response to children's interests and inquiries that support children's learning and development.
- Children aged under two years benefit from partnerships of care between home and centre. Teachers' practice demonstrates this as an integral part of the curriculum.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders establish conditions that use individual strengths, supports relational trust, debate, problem-solving, and reflection on practice.

- Leaders actively seek the perspectives and cultural expertise of parents and whānau and regularly incorporate these into the service's localised curriculum. Relationships to support children's transitions and routines, alongside centre cultural celebrations are clearly evident.
- Leader's mentor and coach teachers to develop their teaching and leadership capabilities through appraisal and professional growth cycle processes. Further steps are needed to document this information to show the impact of shifts in teacher practice on outcomes for learners.
- Internal evaluations and spontaneous reviews are regularly undertaken, however building evaluation capability across the service is now required.

Governance and management facilitate collaborative practices between the service, parents/whānau and relevant agencies to support educational outcomes for adults and children.

- Parent and whānau aspirations influence the centre's priorities for children's learning and wellbeing.
- Governance and management are strategic in the recruitment and retention of experienced and qualified leaders and teachers. An intentional focus on building teachers' and leaders' capability across all areas of the service is well established.
- Resources are allocated in ways that support whānau and clearly align with the service's priorities for learning.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Happy Days Child Care 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?

Happy Days Child Care Centre will include the following actions in its quality improvement planning:

- Formally document mentoring meetings to critique and grow professional practice.
- Leaders and teachers to build collective knowledge of evaluative practices to better:
 - understand the effectiveness of their teaching and how it impacts on children's learning progress over time
 - know how well all children are learning in relation to the service's valued learning priorities.

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)

29 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	32 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 27%; NZ European/Pākehā 89%; Samoan 1%; Fijian 1%
Service roll	44
Review team on site	March 2025
Date of this report	29 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, December 2021; Education Review, December 2018

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.