

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Ngā Tamariki Childcare Centre

Profile Number: 60182

Location: Alicetown, Lower Hutt

1 ERO's judgement of Ngā Tamariki Childcare 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

Ngā Tamariki Childcare Centre is a non-profit, community based early childhood education service. A board comprised of parents and family members of enrolled tamariki is responsible for governance. Day-to-day management is undertaken by a recently appointed supervisor, supported by two team leaders. There have been significant staff changes since the previous ERO evaluation.

The service's philosophy of RIE (Resources for Infant Educators) promotes respectful caregiving and relationships-based interactions within the infants and toddlers learning environment. For older tamariki the learning environment is underpinned by the Reggio Emilia approach, where project and group inquiries support their problem solving and developing understanding of how the world works.

4 Progress since the previous ERO report

The centre had four improvement actions identified within their 2021 ERO report. These included:

- strengthening the planning and design of the curriculum alongside the parents and community to better recognise the learning outcomes of *Te Whāriki*, the early childhood curriculum
- continuing to build and implement Te Tiriti o Waitangi based practices
- better using internal evaluation for decision making
- reviewing the leadership structure.

Leaders and kaiako have made good progress against all of these areas.

Several processes have been put in place that foster parent contribution to cultural celebrations, policy review, group planning and assessment. A whānau Māori rūpu has been recently created. Relevant external professional learning and development has built shared understanding of te ao Māori including mana whenua history and tikanga Māori. This is evident within the planned and enacted curriculum.

Management and the teaching team have strengthened their understanding of internal evaluation. As a result, collaborative internal evaluations are undertaken at different levels within the service. Intentional leadership appointments have been made.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Tamariki experience a responsive curriculum that is designed in partnership with parents, whānau, and tamariki.

- Parents, whānau and the teaching team take a wide range of opportunities to meaningfully contribute to the development of the curriculum. Kaiako are beginning to purposefully seek the views of parents and whānau about strategies and activities for responding to diverse languages, cultures and identities.
- Strong relationships with kaiako foster the social and emotional competencies of tamariki. Kaiako are attuned to infants' and toddlers' signals and cues, and the independence and decision-making of older tamariki are promoted.
- Assessment for learning reflects well whānau goals for their tamariki, learning outcomes of *Te Whāriki* and the voice of the tamaiti. Intentional teaching strategies are not forefronted through planning to support the progression and visibility of the learning and development of tamariki over time.

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

Collaborative sharing of well-considered professional learning and development underpins systems for improvement.

- Leaders and kaiako are well supported to build their capability aligned to the service's annual priorities. Relevant professional learning and development is accessed to enable this to happen.
- Distributed leadership opportunities for staff are promoted through regular meetings to share aspects of their professional growth cycles, learning and development.
- An inquiry based professional growth cycle has been developed and implemented as a result of improved leadership understanding of internal evaluation. The service is yet to identify the how well this framework is building professional practice.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership intentionally develop and implement systems and strategies that promote positive outcomes for the learning community.

- Reviews undertaken by leaders and kaiako have resulted in effective systems being implemented across the service. These reflective practices clearly show refinement of the service's key processes for accountability, improvement and growth.
- Leadership develop their internal expertise with targeted support of external providers, to ensure that improvement goals are achieved.
- Leaders have identified ways to further strengthen their evaluation processes through more targeted identification of outcomes for tamariki and improving the measurability of success indicators. ERO's external evaluation affirms this.

Those responsible for governance are improvement-focused, considering and allocating resources in ways that clearly align with the service's strategic plan.

- A well-constructed, collaboratively developed strategic plan sets the direction for improvement aligned to the service vision and values. Clear reference to annual priorities guide the service's improvement journey.
- Committee members have the requisite knowledge and expertise required for a governance role. Key sub committees support relevant aspects of governance, particularly in relation to financial sustainability, human resources and health and safety.
- The committee are well informed about key components of the centre's operation, curriculum and improvement actions. Reporting and meeting minutes do not yet clearly show the impact of these processes on outcomes for tamariki, to enhance governance decision making.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Ngā Tamariki Childcare 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?

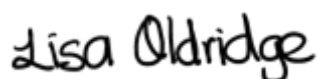
Ngā Tamariki Childcare Centre will include the following actions in its quality improvement planning:

- Identify intentional teaching strategies within curriculum planning and assessment to support evaluation of the progression of learning over time for tamariki.
- Intentionally reflect the individual languages, cultures and identities of tamariki within the enacted curriculum and assessment documentation.
- Improve internal evaluation practices, and subsequent reporting to the committee, to better analyse data that shows shifts in kaiako practice and the impact on outcomes for individuals and groups of learners as a result.

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)

16 April 2025

9 Information About the Service

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|--|---|
| Service Type | Education and care service |
| Number licenced for | 32 children, including up to 8 aged under 2 |
| Percentage of qualified teachers | 100% |
| Ethnic composition <i>Using rounded percentages</i> | Māori 8%, NZ European/Pākehā 100%, Cook Island Māori 3%, Samoan 3%, other ethnic groups 12% |
| Service roll | 41 |
| Review team on site | January 2025 |
| Date of this report | 16 April 2025 |
| Most recent ERO report (s) These are available at www.ero.govt.nz | Akarangi Quality Evaluation, December 2021; Education Review, November 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. |