



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Akaiti Mangarongaro

Profile Number: 10186

Location: Mangere East, Auckland

1 ERO's judgement of is as follows ERO's judgement of Akaiti Mangarongaro 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

Akaiti Mangarongaro is a Cook Island bilingual service that promotes cultural identity, values and the Mangarongaro dialect. It provides education and care to a high number of Pacific Island children. The Torohata Trust Board governs the service, and a centre manager is responsible for daily operations. The service has experienced some staff changes and service leader are working to build the capability of the new team.

4 Progress since the previous ERO report

ERO's 2021 Akanuku | Assurance Review identified that the service had taken appropriate measures to address non-compliances found during ERO's onsite visit. This review found that systems to maintain compliance with regulatory requirements have not been maintained.

5 Learning Condition

The learner and their learning | He Whāriki Motuhake

Children experience an environment where their culture, language and identity are consistently affirmed and supported.

- Teachers encourage children to express their ideas and feelings, fostering tuakana-teina relationships between older and younger children. As a result, all children demonstrate confidence and a strong sense of belonging.
- The service leader and teachers foster respectful two-way relationships with children, parents and whānau. They ensure that communication with their community is appropriately supported and listened to.
- Children's assessment records are beginning to reflect their learning dispositions and perspectives as learners. Assessment is yet to make links to the learning outcomes of *Te Whāriki* the early childhood curriculum, or to demonstrate children's learning and progress over time.

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

The service leader and teachers are establishing conditions to build their professional knowledge to design and implement the service's curriculum.

- The service is at the early stages of developing a professional growth cycle and finding appropriate mentors to further support and grow teachers' capabilities and practices.
- Service leader and teachers have accessed relevant professional learning and development. However, they have yet to evaluate the impact this has on improvement to teaching practices or outcomes for learners.
- In response to recent changes of staff, the development of ongoing leadership and teaching capability is a key focus area.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service leader is in the early stages of developing systems and processes to grow teacher capability to support positive outcomes for children.

- The Leader and teachers enact the vision and philosophy of the service, fostering relational trust with families and the community.
- The service is establishing the conditions to build leadership capability and capacity. The leader has engaged in relevant professional development, with the support of an external mentor, to build her leadership competencies.
- The service has developed and is at an early stage of using a process of internal evaluation to guide improvement. The service leader and teachers now need to build a collective understanding of using evaluation to support improvement.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing is beginning to be considered in the service's strategic planning.

- The governance board has a shared understanding of the service's philosophy, vision and goals for children's learning. They are beginning to use this information to develop their strategic goals.
- All leadership are establishing systems and processes to maintain regulatory standards. Maintaining and monitoring procedures and processes is required.
- Those in governance roles prioritise decision-making that nurtures the cultures and languages of their local community.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Akaiti Mangarongaro 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 Areas of Concern

ERO found areas of concern in the service relating to:

- carrying out relevant emergency drills with children on an at least three-monthly basis
- checking sleeping children every 5-10 minutes for warmth, breathing and general wellbeing
- the implementation of practices as required following the review of incidents, injury and illness records.

Licensing Criteria for Early Childhood Education and Care Centres 2008, HS8, HS9, HS27.

9 Where to next for improvement?

Akaiti Mangarongaro will include the following actions in its quality improvement planning:

- The service leader and teachers to develop a shared understanding of using learning outcomes from *Te Whāriki* in children's assessment documentation.
- The leader and teachers to develop an understanding of how to do and use internal evaluation for improvement.
- Consistent implementation of health and safety practices to meet all aspects of regulatory requirements.

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)

5 May 2025

10 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, including up to 8 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 32% NZ European/Pākehā 10%, Cook Islands 95% Samoan 42% Tongan 21% Niue 16% Others 5%
Service roll	19
Review team on site	November 2024
Date of this report	5 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, February 2021; Education Review, July 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.