



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Beachcomber Kindergarten

Profile Number: 25007

Location: Howick, Auckland

1 ERO's judgement of Beachcomber Kindergarten 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

Beachcomber Kindergarten is a privately-owned service within a culturally diverse community. A small number of tamariki Māori and children of Pacific heritages attend the service. The owner supports a qualified centre manager who is responsible for the daily operations and management of the service. Staff include both qualified and unqualified teachers and an administrator. The service's philosophy places an emphasis on learning through play, and children and their whānau feeling valued and having a sense of belonging.

4 Progress since the previous ERO report

ERO's 2021 report identified two improvement actions. These were to develop a culturally responsive learning programme aligned with *Te Whāriki*, the early childhood curriculum, and to develop an understanding of internal evaluation that involves deeper analysis and focuses on the effectiveness and impact of teacher practices on outcomes for children's learning.

Good progress has been made in relation to both identified areas for improvement.

The service provides a range of opportunities for families to contribute to the curriculum through meaningful cultural events and celebrations that enhance children's cultural connections.

Leaders and teachers have built shared understandings about and use of internal evaluation. Teachers have become more intentional about teaching strategies they use to foster children's learning.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Assessment documentation promotes children as capable, confident and competent learners.
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- Children's learning is visible and the learning outcomes from *Te Whāriki* and parent aspirations are used to guide assessment and planning documentation. However, children's languages and cultural identities are not yet evident within their assessment records.
- Oral language is well supported and role-modelled by teachers. Te reo Māori, waiata and New Zealand Sign Language are regularly used, promoting children's language communication.
- Teachers are responsive and respectful in their teaching practice and have positive relationships with children. Children experience unhurried learning environments and opportunities to engage in sustained learning.

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

Children's learning is enhanced through leaders and teachers engaging in professional learning that contributes to building teachers' ongoing knowledge.

- Teachers attend relevant professional learning and reflect on changes in their teaching practice as a result of this new learning. They are yet to evaluate the impacts of their professional learning on outcomes for children.
- Leaders and teachers participate in a professional growth cycle that supports capability building and develops shared understandings.
- Intentional networking with local schools and collaboration with parents enables teachers to deepen their knowledge about how they can best support children to successfully transition to school.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders and teachers work collaboratively to enact the service's philosophy, vision and plans for improvement.

- Distributed leadership is well promoted through sharing of tasks and responsibilities within areas of operation and curriculum. High relational trust supports the teaching team to work well together to build their collective understanding.
- Leaders and teachers recognise the importance of and gather child, parent and whānau perspectives. They draw on these to inform priorities for the service.
- Leaders and teachers understand and use internal evaluation for improvement and are refining their process to make better use of indicators to measure the impact of changes on outcomes for learners. However, monitoring and evaluating outcomes for groups of learners is yet to be considered.

Stewardship through effective governance and management | Te Whakaruruhau

Governance and management ensure that parent and whānau aspirations influence the service's philosophy, goals and plans for children's learning and wellbeing.

- A positive working environment contributes to low turnover of staff and teacher continuity, contributing children's sense of security and belonging.
- An inclusive learning environment for all children is promoted. The service has responsive partnerships with outside agencies and the wider community that provides ongoing support for children and their parents/whānau.
- The service's strategic plan is well established with clear service priorities and goals identified. Governance is yet to evaluate progress towards achieving goals or identifying areas for growth and ongoing improvement.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Beachcomber Kindergarten 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?

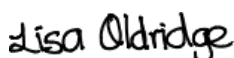
Beachcomber Kindergarten will include the following actions in its quality improvement planning:

- Increase the visibility of individual children's cultural identity within their assessment documentation.
- Refine evaluation processes to demonstrate measurable shifts and impact for learners.

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 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children over 2 years of age
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 3%; NZ European/Pākehā 77%; Filipino 11%; British 9%; Chinese 9%; Fijian Indian 3%; Samoan 3%
Service roll	35
Review team on site	March 2025
Date of this report	16 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, November 2021; Education Review, May 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.