



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Port Ahuriri Children's Centre

Profile Number: 55051

Location: Napier

1 ERO's judgement of Port Ahuriri Children's 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

Port Ahuriri Children's Centre is one of two services under the governance of the Napier Community Childcare Centres Trust. The service is led by a centre manager supported by leaders across three age group areas. The philosophy highlights relationships as a core value in the education and care of children.

## 4 Progress since the previous ERO report

ERO's 2022 Akarangi | Quality Evaluation identified three key next steps. These included to embed a cycle of professional growth for teachers and leaders that supports ongoing improvement and outcomes for children, to further develop a framework and purpose of internal evaluation that draws on multiple voices and leads to equitable outcomes for children, and for governance to ensure teachers have access to professional learning.

Good progress has been made in all three areas. Leaders and teachers have refined their professional growth cycle framework where they identify individual areas of improvement, supported by professional readings and reflections. Teacher's document changes they have made in their teaching practices that impacts positively on children's learning and the learning environment.

Leaders and teachers have refined their internal evaluation framework making it more robust. Learning outcomes for children, teachers and families are identified and planned for. Teachers have regular opportunities to contribute to evaluation practices and use their findings to guide teaching practices and changes that impacts positively on children's learning. Practices are supported from governance allowing teachers to access professional learning that are contributing to evaluation for improvement.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Children experience a well-resourced play-based environment that supports their ongoing learning and development, reflective of the service's philosophy.

- Teachers intentionally support children to make decisions about their learning by using skilful practices such as role modelling, redirection and being responsive to children's emerging interests. Activities and experiences provided actively support younger and older children's curiosity, exploration and learning.
- Children's interests are consistently reflected in assessment and planning information and parent comments are regularly gathered and responded to. Assessment documentation could be further extended to include intentional teaching strategies aligning to outcomes for learning for individual children, that are monitored over time in partnership with parents.
- Children have multiple opportunities to learn about diverse cultures through celebrations and some provision of cultural resources. The service has self-identified an intent to more intentionally document children's home cultures and languages in assessment information.

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

Distributed leadership practices ensure that all teachers are continuing to build their professional knowledge, expertise and cultural competence to design and deliver a curriculum that is responsive to children.

- There are regular opportunities for teachers to engage in professional learning to grow their knowledge of how children learn. Teachers are yet to evaluate the impact of their professional learning on any improvements made to planning and assessment or specific outcomes for learners.
- A review process is in place that includes changes made to teacher practices and the learning environment. Leaders and teachers need to strengthen their knowledge and understanding of the purpose and use of internal evaluation for ongoing improvement, in relation to the learning outcomes in *Te Whāriki*, the early childhood curriculum.
- Teachers use a collaborative approach to build their cultural competence to provide a responsive curriculum for all children. This continues to be an area for growth.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leadership has embedded the conditions to build relational trust that enables collaboration for improvement.

- Leadership practices provide opportunities for mentoring that builds shared understandings and the capabilities of qualified and unqualified teachers.
- A useful process for review of systems and practices, policies and procedures is well-embedded, prioritising the health and safety of children at the service.
- Children's learning and wellbeing are well-considered in resourcing and decision-making.

Governance clearly implements and monitors systems and practices that inform the organisation's strategic priorities and decision-making.

- Strategic planning is in place and is focused on future improvements, excellence, equity and inclusiveness. To know the impact of initiatives the Board and leaders need to have clear, measurable objectives in relation to identified priorities.
- Relational trust, good working conditions, and systematic sharing of practices and processes between governance, leaders and teachers supports collaboration and professional growth. The service's vision, values and philosophy are reviewed in consultation with whānau, with governance ensuring their perspectives are valued and enacted.
- Children enrolled benefit from well-resourced environments, good adult: child ratios and equity strategies that promote inclusion and remove barriers for participation.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Port Ahuriri Children's 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?

Port Ahuriri Children's Centre will include the following actions in its quality improvement planning:

- Build on assessment and planning processes to identify intentional teaching strategies in relation to individual children's learning.
- Consistently monitor children's progress against the valued learning outcomes from *Te Whāriki* for individual children, in partnership with their parents.

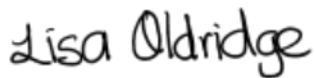
Napier Community Childcare Centres Trust governance will include the following in its quality improvement planning to improve consistency of quality across the group:

- Develop and implement a documented system to monitor and evaluate progress towards organisational objectives and values in collaboration with families and the wider community.

**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.\*](#)



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Director of Early Childhood Education (Acting)

19 May 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 12 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 13%; NZ European/Pākehā 71%, other ethnic groups 16%
Service roll	47
Review team on site	March, 2025
Date of this report	19 May 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, August 2021; Education Review, February 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)*.

	<b>Above the threshold for quality</b>
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.
	<b>Below the threshold for quality</b>
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.