



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Natural Wonders Early Learning Centre

Profile Number: 46763

Location: Wellsford, Auckland

1 ERO's judgement of Natural Wonders Early Learning 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

Natural Wonders Early Learning Centre is co-owned. The two service providers share the operational responsibilities supported by senior staff, who have responsibilities for daily operations and curriculum. The service provides a mixed-age learning environment for infants, toddlers and young children.

4 Progress since the previous ERO report

An Akarangi | Quality evaluation of the service was undertaken by ERO in November 2021. The service has made good progress with the quality improvement actions identified in the report.

The service providers understand their role in progressing the service's strategic goals. They have taken a collaborative approach to creating a strategic plan with the staff, delegated their roles and responsibilities and enact the strategic goals alongside the teaching team.

The service providers have built capability and collective capacity of the team to do and use internal evaluation for improvement. They have involved parents to improve the learning conditions for all children. The service providers regularly meet with staff to build their teaching approaches and guide their practice. Teaching strategies are used consistently by the team to support children's progress.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children's wellbeing and learning is supported through respectful, responsive and sustained interactions between teachers and infants, toddlers and young children.

- Teachers have developed learner-focused partnerships with parents and whānau and provide them with opportunities to share aspirations for their children's learning. They provide differentiated learning for children in ways that support their learning needs.
- Children experience an environment where self-initiated play is fostered and te reo Māori and tikanga Māori are well integrated. Teachers support children's learning using a range of responsive teaching strategies; however, they continue to develop intentional teaching practices to extend children's learning.
- Assessment, planning and evaluation practices have been refined and reflect children's learning in relation to *Te Whāriki*, the early childhood curriculum. Documentation is yet to consistently show children's complexity of learning over time.

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

Leaders and teachers build professional knowledge and expertise through a collaborative approach enabling them to design and implement a curriculum responsive to all learners.

- Leaders and teachers engage in relevant professional learning to develop their capability and knowledge to support learners.
- Teachers are developing culturally responsive teaching practices. They are increasing their knowledge and understanding of Tapasā to help inform curriculum decisions and support Pacific children and their families.
- Teachers engage in professional growth cycles that develop their capabilities and with their mentor, teachers reflect on practices that impact on children. They are yet to document their reflections and deeply inquire into aspects of their practice.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are continuing to build relational trust to enable collaboration and improvement.

- Leaders and teachers have collaboratively developed the service's strategic plan and goals. They are improvement focused and work together to enact the service priorities and philosophy.
- Service leaders' mentor and coach teachers to develop their teaching capabilities. They provide feedback to teachers about the quality of their teaching.
- Leaders, teachers and parents engage in internal evaluation which contributes to improved learning conditions. They are developing capability to monitor and document evidence-based changes to practice and the impact these changes have made to outcomes for learners.

Stewardship through effective governance and management | Te Whakaruruhau

Service leaders actively pursue ways to ensure equity for children and their whānau.

- Service leaders have developed inclusive practices. The learning and wellbeing of children in the context of whānau are the primary considerations in decision-making.
- Leaders and teachers work collaboratively with parents and whānau, community organisations and learning agencies to support children's learning and social outcomes.
- Service leaders have implemented and regularly refine their systems, policies and procedures. They are developing systems to monitor the effectiveness of teaching and learning.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Natural Wonders Early Learning 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?

Natural Wonders Early Learning Centre will include the following actions in its quality improvement planning:

- Clearly show in documentation the intentional teaching practices that support children's learning over time.
- Engage in relevant professional learning to continue to build teachers' knowledge and capability to deliver a culturally responsive curriculum, and in particular for Pacific learners.
- Develop a shared understanding of how to effectively document and monitor evidence-based changes to practice and the impact these changes have made to outcomes 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

Lisa Oldridge
Director of Early Childhood Education (Acting)

19 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children, including up to 12 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 17%; NZ European/Pākehā 66%; Cook Island 7%; Latin American 5%; South African 5%; Fijian Indian 3%, other ethnic groups 10%
Service roll	36
Review team on site	March 2025
Date of this report	19 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.