



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Giggles Te Puke Early Learning Centre

Profile Number: 40268

Location: Te Puke

1 ERO's judgement of Giggles Te Puke 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

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

Giggles Te Puke Early Learning Centre is a privately-owned, whānau-oriented service with a philosophy that prioritises te ao Māori worldviews. Partnerships with parents and the protection of te reo Māori are foundational values of the service. A shared leadership team oversee daily operations alongside a team of qualified and unqualified kaiako.

4 Progress since the previous ERO report

The last ERO review was undertaken in May 2021. Three key next steps were identified for improvement. These were to strengthen community connections to build the knowledge of kaiako to implement a curriculum that reflects the local area, develop and enact a localised curriculum in line with the service's vision and philosophy, and to build understanding of the process of internal evaluation.

Significant progress has been made to develop and enact a local curriculum reflective of the local area, iwi, whānau and teaching team. Community connections have been made that support professional learning, whānau events, and feed into the enacted curriculum. However, limited progress has been made to build an understanding of internal evaluation. A framework and process are in place. Internal evaluation is yet to strongly show outcomes or the impact of improvement on children's learning and development.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience an environment in which they deepen their knowledge and understanding of te ao Māori world views.

- The local curriculum is well-established. Children's learner identity, knowledge of local people, places and things are well-supported through visits to local marae, the Sikh temple and other sites of local history and significance.
- Children's developing social and emotional competence is supported in a mixed-age setting. They play alongside their peers in large indoor and outdoor spaces where they learn at their own pace.
- Whānau voices are gathered regularly to inform the curriculum. Assessment practices are yet to consistently evidence intentional progression of individual children's learning.

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

Kaiako work collaboratively to enact a culturally responsive curriculum.

- Diversity within the teaching team supports inclusion and builds collective cultural capability and knowledge. Children have opportunities to practice and use tikanga Māori as well as their home languages of te reo Māori, Hindi and Punjabi.
- Kaiako have opportunities to attend professional learning as a group. This supports a shared understanding that progresses the service's priorities for learning.
- A professional growth cycle, aligning with the service's vision and improvement plans is in place. This is yet to consistently document growth in teaching practices and impacts of changes made in supporting children's learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Shared leadership approaches build leadership capability and relational trust across the teaching team.

- Leaders provide opportunities for kaiako to use their strengths. This supports individuals to develop confidence in their role as well as improving the collective knowledge of the team.
- Leaders actively seek and include the perspectives and cultural expertise of parents and the wider community into the service's goals and priorities for learning.
- Established quality improvement processes and practices are used to develop the service's vision. These are yet to evidence measurable progress or show outcomes and impacts on children's learning and development.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing is enhanced through responsive partnerships.

- Children and their whānau benefit from established community relationships that support the broader social, health, wellbeing and educational outcomes of all.
- Governance has established good processes to regularly review policies and procedures in partnership with whānau, to maintain regulatory requirements.
- Multiple plans and documents guide service operations and priorities and could be simplified into one coherent document for ease of use.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Giggles Te Puke 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?

Giggles Te Puke Early Learning Centre will include the following actions in its quality improvement planning:

- Strengthen internal evaluation processes and practices to ensure measurable outcomes are used which identify the positive impacts on children's learning and development over time.
- Strengthen assessment records to better demonstrate children's increasing capability over time in relation to their identified learning outcomes.

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)

15 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 15 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 26%, Indian 40%, NZ European/Pākehā 26%, Cook Islands 4%, other ethnicities 12%
Service roll	50
Review team on site	December 2024
Date of this report	15 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation May 2021; Education Review June 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.