



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Active Discoverers Educare

Profile Number: 46338

Location: Ngāruawāhia

1 ERO's judgement of Active Discoverers Educare 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

Active Discoverers Educare is a privately-owned service, with two co-owners actively involved in centre management and daily operations. Most of the teaching staff are new, and a recently appointed head teacher leads the curriculum. Children play and learn in two age-based areas. The service philosophy prioritises working with whānau and responding to children's individual strengths and interests.

## 4 Progress since the previous ERO report

ERO's 2023 Akanuku | Assurance review focused on whether the service was meeting and maintaining the regulatory standards of the licensing criteria in relation to curriculum, premises and facilities, health and safety, and governance and management. Leaders and teachers, supported by the Ministry of Education, have been responsive in addressing the significant number of areas of concern identified. Good progress has been made to meet and maintain regulatory compliance. New systems have been established to support the ongoing monitoring of regulatory requirements by leaders.

## 5 Learning Conditions

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

Children experience a developing curriculum underpinned by respectful relationships and regular local excursions that promote their confidence and encourage active exploration.

- Leaders and teachers are establishing learning-focused partnerships with some parents, whānau, and families, providing regular opportunities for them to share their children's pēpeha, cultural knowledge, and to participate in celebration events. Children with additional learning needs are supported through shared goals that help them develop and learn alongside their peers.
- Teachers are developing a growing recognition of the different ways children learn and are in the early stages of documenting intentional teaching strategies in their assessment and planning. The implementation of these strategies is not yet consistently evident in their day-to-day practice.
- Children are experiencing an increasingly bicultural curriculum, which includes the regular use of basic te reo Māori, waiata, some tikanga Māori practices, and tuakana-teina relationships (younger children learning from older peers). The wellbeing of infants and toddlers is nurtured through teachers setting a calm, unhurried pace and using some strategies to support their oral language development.

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

The new staff team is establishing processes and tools to support their professional growth.

- Systems for professional growth are newly in place, supported by a useful framework to guide practice. This is in the early stages of implementation.
- Leaders and teachers have focused on establishing foundations to develop a localised curriculum. Access to relevant professional learning is beginning to contribute to shared teacher understandings of biculturalism, dispositional learning, and language support techniques that underpin early childhood education in New Zealand.
- Teachers are working towards inquiring into aspects of their practice in relation to the impact of new professional knowledge. Critical reflection and a deep understanding of how children learn are not yet well evidenced, including strategies used by teachers to extend learning - particularly for older children.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders are building their knowledge and capability to provide a curriculum that aligns with the service's vision.

- External professional support is in place for both leaders, who are building confidence in using internal evaluation to establish foundations for curriculum design. As a result, some positive changes have been made, supporting continued improvement.
- Leaders are establishing relational trust within the new teaching team. Regular mentoring and access to whole-service professional learning are contributing to a growing sense of teamwork.
- Leaders are growing their understanding of how to promote the cultural heritage of Māori as tangata whenua. They are increasingly creating opportunities for Māori whānau to contribute to the implementation of bicultural practices, including te reo Māori, tikanga Māori, and the sharing of local knowledge.

### Stewardship through effective governance and management | Te Whakaruruhau

Governance decision-making and actions taken demonstrate a developing commitment to improving the quality of provision for children and their families.

- Some strategies are in place to reduce barriers to attendance for children and their families, while also supporting business sustainability. The premises have been upgraded to foster children's wellbeing and improve access to outdoor play areas.
- Human resourcing practices have been refined to align with regulatory compliance since the previous ERO review. Staff turnover has been significant but is now beginning to stabilise.
- Strategic planning is in place. However, review of the plan is not yet sufficiently rigorous in tracking the impact of improvement actions against strategic priorities.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Active Discoverers Educare 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?

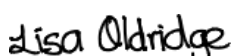
Active Discoverers Educare will include the following actions in its quality improvement planning:

- Take steps to build staff knowledge and understanding of the theories and research underpinning *Te Whāriki*, the early childhood curriculum, to support teaching interactions that encourage and foster children's dispositional learning and critical thinking skills.
- Develop professional growth cycles and an internal evaluation process to help measure the impact of new professional knowledge and curriculum changes on children's learning outcomes over time.

### 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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28 May 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	45 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 63%, NZ European/Pākehā 20%, Indian 9%; Cambodian 3%; Fijian 3%; Tongan 3%
Service roll	34
Review team on site	April 2025
Date of this report	28 May 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, June 2023; Education Review, June 2020

### 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.