



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Manaaki Tamariki Childcare and Education Centre

Profile Number: 55324

Location: Midway, Gisborne

1 ERO's judgement of Manaaki Tamariki Childcare and Education 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

Manaaki Tamariki Childcare and Education Centre is situated on the grounds of the Eastern Institute of Technology, with priority given to enrolling the children of students and staff. The centre is governed by a parent committee. A manager oversees daily operations and leads the teaching team, supported by two team leaders. Children play and learn in two age-based areas. The service philosophy prioritises manaakitanga (support and care for others), whanaungatanga (collaborative relationships), and mana (identity and pride).

## 4 Progress since the previous ERO report

The 2021 ERO evaluation identified two quality improvement actions: strengthening the use of assessment to plan and evaluate the effectiveness of the curriculum on learning outcomes; and building and embedding evaluation processes to more clearly demonstrate the impact of strategies and actions on improving outcomes for children.

Progress in using assessment to effectively plan and evaluate the curriculum is limited. Although there is a collaborative focus on individual learning outcomes aligned with the service's priorities, a clear and cohesive system—one that integrates parent aspirations, teaching strategies, and evidence of progress—is not yet in place.

Good progress has been made in building internal evaluation capability, contributing to kaiako knowledge of effective evaluation processes. Intentional changes to the environment provide opportunities for children to engage, explore, and enhance their sense of well-being.

## 5 Learning Conditions

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

Kaiako work in partnership with children, parents and whānau to effectively support children's developing social competence, emotional well-being, and cultural connectedness.

- Kaiako place a strong focus on oral language, recognising its important role in shaping children's identity. Te reo Māori and tikanga Māori are woven into daily routines and practices, and children's cultures, languages, and identities are celebrated to support their sense of belonging.
- A range of teaching strategies are used to extend children's curiosity, foster independence and self-help skills, and encourage social competence. This contributes to a calm, nurturing environment where children can explore, lead, and engage in their learning.
- Assessment and planning for children's learning highlight their interests and some parent aspirations. Leaders and kaiako are still developing processes to gather information about children's learning and development, analyse it for evidence of progress, and consider its implications for teaching and learning.

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

Leaders and kaiako work collaboratively to build their professional knowledge and expertise in designing and implementing a rich curriculum for children.

- Children's learning and development are supported by leaders, kaiako, and others who share culturally relevant knowledge and expertise. Enacting and implementing culturally responsive practices that promote success for tamariki Māori helps strengthen their sense of identity.
- Kaiako demonstrate a clear understanding of children's holistic learning and development, including their social and emotional growth, and recognise that care is an integral part of the curriculum.
- Leaders are in the early stages of supporting kaiako to reflect on how changes in their teaching practices are positively impacting children's learning outcomes.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders collaborate effectively to enact the service's philosophy, goals, and priorities for children's learning and well-being.

- Leaders actively seek ways to reduce barriers to learning for children and their families. The shared values of manaakitanga and pono (integrity and honesty) guide the partnership between leaders and parents, promoting positive outcomes for children's cultural connections and identity.
- Leaders' commitment to providing ongoing learning through both internal and external professional development, including leadership, is contributing to the development of kaiako capability.
- Leaders foster strong relational trust, creating a supportive environment where everyone—staff, families, and children—can work together effectively.

Those responsible for governance work collaboratively and advocate actively with relevant agencies to prioritise children's learning and well-being, especially within the context of whānau relationships.

- Children's learning and well-being are considered in decision-making. Intentional strategies and specific resources are in place to support the needs and well-being of individual children and parents.
- Governance and leaders actively pursue ways to ensure equity for children and their families. Māori children and their whānau have a strong sense of identity, which is positively promoted within the curriculum.
- Regular meetings between the committee and leaders contribute to decision-making. However, those responsible for governance have yet to establish clear, measurable objectives related to identified priorities to understand the impact of teaching practices and improvement initiatives on all learners.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Manaaki Tamariki Childcare and Education 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?

Manaaki Tamariki Childcare and Education Centre will include the following actions in its quality improvement planning:

- Implement a process of assessment and planning for children's learning that clearly and consistently records individual learning, evaluates it for evidence of progress, and considers the implications for teaching practice, including the use of intentional teaching strategies.
- Develop and implement a documented system to monitor and evaluate progress toward 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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Lisa Oldridge  
Director of Early Childhood Education (Acting)

4 June 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	45 children, including up to 12 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 67%, NZ European/Pākehā 20%, Samoan 7%, Tongan 7%
Service roll	45
Review team on site	March 2025
Date of this report	4 June 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, 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)*.

	<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.