



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Arohanui Early Childhood Learning Centre

Profile Number: 10262

Location: Kerikeri, Northland

1 ERO's judgement of Arohanui Early Childhood Learning Centre is as follows:

| Domains: Ngā Akatoro                                                                                     | Below the threshold for quality |                 | Above the threshold for quality |           |
|----------------------------------------------------------------------------------------------------------|---------------------------------|-----------------|---------------------------------|-----------|
| The learner and their learning<br>He Whāriki Motuhake                                                    | Improvement required            | Working towards | Embedded                        | Excelling |
| Collaborative professional learning and development builds knowledge and capability<br>Whakangungu Ngaio | Improvement required            | Working towards | Embedded                        | Excelling |
| Leadership fosters collaboration and improvement<br>Kaihautū                                             | Improvement required            | Working towards | Embedded                        | Excelling |
| Stewardship through effective governance and management<br>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

Arohanui Early Childhood Learning Centre is one of two services under the same ownership. The owner, who is the centre manager, is responsible for governance of both services. Together with a head teacher, the owner leads the curriculum and the teaching team. The service philosophy promotes connections, love, care, and respect for oneself, others, and the planet.

## 4 Progress since the previous ERO report

The 2021 ERO evaluation identified three improvement actions:

- deepen teachers' shared knowledge and understandings of Pacific languages and cultures
- continue to strengthen networks with other agencies to further support children from multicultural backgrounds
- continue building environmentally sustainable practices with children and whānau.

Good progress has been made in all areas, particularly in relation to responding to Māori and Pacific learners. Changes in practice are evident through documentation and observations. Leaders and kaiako have worked consistently to strengthen and refine their processes and systems, ensuring that quality improvement efforts remain aligned with the service's philosophy and values. Leaders can clearly articulate the approach taken, where they are currently at, what they plan to do next, and why.

## 5 Learning Conditions

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

Leaders and kaiako have developed and sustained partnerships with tamariki, parents, and whānau that are responsive, reciprocal, and respectful, underpinned by *Te Whāriki*, the early childhood curriculum, and Te Ao Māori.

- Respectful partnerships with tamariki, parents, and whānau form the foundation of a responsive curriculum that values care, equity, and bicultural practices. Kaiako empower tamariki by nurturing their mana and providing time and space for them to lead their own learning.
- Tamariki, in partnership with kaiako and whānau, actively take responsibility for environmental sustainability by demonstrating kaitiakitanga (guardianship). This fosters their exploration, creativity, and strengthens valued connections with the natural world.
- Kaiako intentionally apply teaching strategies grounded in Te Ao Māori to foster the critical thinking of tamariki and to strengthen learning dispositions that enhance their independence and engagement in play-based learning and exploration.

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

Leaders and kaiako collaborate effectively to strengthen their teaching capabilities, delivering a responsive curriculum that is firmly grounded in *Te Whāriki* and Te Ao Māori.

- Kaiako and leaders demonstrate a strong understanding of assessment for learning, using it to promote the holistic learning and development of tamariki. Learning is made visible, highlighting the progress and learning of tamariki over time.
- Kaiako actively engage in professional learning and improvement practices, leading to positive outcomes for tamariki. These practices align with and support the service's vision and strategic goals.
- Kaiako and leaders work in close partnership with whānau to support the social competence and emotional wellbeing of tamariki. Leaders recognise that additional professional learning is needed to further strengthen the cultural competence of kaiako, to ensure the curriculum remains highly responsive to the needs of diverse ethnicities.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders effectively foster collaboration to strengthen curriculum design and build professional knowledge that supports high quality learning outcomes for tamariki.

- Leaders provide equitable opportunities for kaiako, parents, and whānau to engage with the curriculum, fostering a strong sense of belonging and connectedness within the learning community.
- Relational trust is evident across the teaching team, who share a common purpose and direction. This underpins a culture of inquiry and collaborative leadership that promotes positive outcomes for all tamariki.
- Professional growth cycles are in place for leaders and kaiako to reflect on and improve their practice. Leaders are actively strengthening these cycles to assess the impact of professional knowledge on teaching effectiveness.

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

The learning and wellbeing of tamariki, underpinned by *Te Whāriki* and Te Ao Māori, are at the heart of all decision-making.

- Those responsible for governance foster a sustainable and collaborative working environment, where leaders and kaiako are well-resourced and supported to build meaningful relationships with tamariki and whānau, resulting in strengthened learning and wellbeing outcomes.
- Governance consistently promotes equity and social justice for all tamariki and whānau by embedding inclusive practices and collaborating with hāpori (community), iwi, and relevant agencies to enhance learning outcomes for tamariki and whānau.
- Governance provides strategic direction through clearly defined goals, robust internal evaluation, and ongoing review processes that drive continuous improvement and sustained growth across both services within the group.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Arohanui Early Childhood 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?

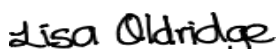
Arohanui Early Childhood Learning Centre will include the following actions in its quality improvement planning:

- Continue to strengthen the cultural competence of leaders and kaiako to ensure the ongoing development of a highly responsive curriculum that reflects and supports the diverse ethnicities within the learning 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.](#)



Lisa Oldridge  
Director of Early Childhood Education (Acting)

5 June 2025

## 9 Where to next for improvement?

|                                                                                                              |                                                            |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| Service Type                                                                                                 | Education and care service                                 |
| Number licenced for                                                                                          | 33 children, aged over 2 years                             |
| Percentage of qualified teachers                                                                             | 80-99%                                                     |
| Ethnic composition<br><i>Using rounded percentages</i>                                                       | Māori 23%, NZ European/Pākehā 56%, other ethnic groups 21% |
| Service roll                                                                                                 | 38                                                         |
| Review team on site                                                                                          | March 2025                                                 |
| Date of this report                                                                                          | 5 June 2025                                                |
| Most recent ERO report (s)<br>These are available at<br><a href="http://www.ero.govt.nz">www.ero.govt.nz</a> | Education Review, June 2021; Education Review, March 2015  |

### 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.                                  |