



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Te Korio Children's Centre

Profile Number: 52516

Location: Fitzherbert, Palmerston North

1 ERO's judgement of Te Korio Children's 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

Te Korio Children's Centre, previously known as Hokowhitu Children's Centre, is governed by an incorporated society. The name 'Te Korio' reflects the history of the local area, a metaphor aligning the Manawatū river's moving waters, currents and streams to the learning journeys of children. A parent-led management committee and a centre manager are responsible for the service and day-to-day operations. Since the last ERO evaluation the service has increased the number of children it is licensed for. Three team leaders guide and mentor kaiako to facilitate teaching and learning of children across three learning environments.

4 Progress since the previous ERO report

ERO's 2022 Akarangi | Quality Evaluation report included three improvement actions. These related to:

- working with children, parents, whanau and community to identify priorities for children's learning
- implementing robust evaluation to inform judgements about the quality of teaching practices
- strengthening the use of the *Te Whāriki*, learning outcomes to inform planning responsive to each child's language, culture and identity and the unique needs of toddlers.

Good progress has been made in all these areas. Leaders and kaiako have worked alongside the learning community to establish the philosophy and vision of the centre, resulting in its renaming. Leaders draw from *Ngā Aronga Whai Hua*, ERO's evaluation framework, to purposefully guide planned evaluation and a range of improvement processes are in place. Responsive planning and assessment processes, based on the 'ripples and eddies' of learning and linked to *Te Whāriki*, the early childhood curriculum, were developed and implemented in 2024.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children's learning and development through a play-based curriculum are well-supported and further enhanced by caring, learning partnerships.

- Children engage well in learning activities and sustained interactions with kaiako and each other. Kaiako are watchful and attentive to the rhythms and cues of infants and toddlers.
- A range of responsive, deliberate teaching strategies support children to express and explore their ideas, problem solve and experiment. Early literacy and mathematics are promoted.
- Assessment practices make individual children's learning progress visible, celebrating their capabilities and identifying additional support needs. The impact of teaching on individual children is shown, however little is known about the impact on different groups of learners.

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

Cohesive conditions enable improvement processes that continue to build kaiako expertise and cultural competence in enacting a responsive curriculum.

- Leaders and kaiako consult with Māori and explore Māori theories and approaches to teaching to strengthen culturally responsive practices. Children positively experience te reo Māori and tikanga Māori through day-to-day activities.
- Leaders and kaiako engage well in ongoing inquiry and evaluation of their teaching practice. They gather, analyse and use evidence to make decisions about future improvements to teaching.
- The teaching team take opportunities to collaboratively, critically reflect and problem solve to improve outcomes for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership implements ways of working that continue to build relational trust, collaboration and improvement across the teaching team.

- Leaders collaborate, with those in and outside the service, to positively progress the philosophy, vision, goals and service priorities.
- Systems to promote equitable outcomes for children and focus improvement are created and used by leaders and kaiako. Leaders identify and consider strategies that support inclusivity and reduce barriers to children's learning.
- Leaders constructively mentor and coach kaiako to advance their teaching and leadership capabilities.

Those responsible for governance and management reflect the community's goals for children's learning and wellbeing through plans, priorities and decision-making.

- All those involved in the learning community have opportunities to contribute to key decision making. Strategic plan goals are yet to be monitored or evaluated to know how well they are being achieved.
- Te Tiriti o Waitangi based practices are enacted through policies, plans and processes, informed by consultation with iwi and whānau Māori.
- Resources are allocated strategically, aligned to service goals and priorities. Spacious, well-resourced environments support the learning and wellbeing of children and whānau.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Te Korio Children's 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?

Te Korio Children's Centre will include the following actions in its quality improvement planning:

- Implement curriculum assessment and evaluation practices that include a focus on the impacts for groups of learners.
- Undertake regular monitoring and evaluation of the strategic plan so that governors understand how well strategic goals are being progressed and what difference this is making for children.

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)

5 June 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	105 including up to 35 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 17%; NZ European/Pākehā 58%; Chinese 10%; Samoan 1%; other ethnic groups 30%
Service roll	91
Review team on site	March 2025
Date of this report	5 June 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, January 2022; Education Review, November 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.