



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Harinui Early Childhood Learning Centre

Profile Number: 10406

Location: Kerikeri

1 ERO's judgement of Harinui 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 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

Harinui 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 one improvement action:

- service leaders and kaiako will continue to strengthen records of how the curriculum responds to individual children's languages, cultures and identities.

Good progress has been made, particularly in relation to responding to Māori and Pacific learners. Changes in teaching 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 to provide a range of rich, sustainable learning experiences for tamariki.

- A purposeful learning environment forms the foundation of a responsive curriculum that values care, equity, and bicultural practices. Leaders and teachers place significant value on their whenua, recognising this as the foundation of whanaungatanga, aroha, and manaakitanga — principles that collectively support positive learning outcomes for tamariki.
- Primary caregivers respond thoughtfully to the individual needs of infants and toddlers, with kaiako attentively responding to their verbal and non-verbal cues. Tamariki explore in an unhurried learning environment where they successfully choose their own learning pathways.
- Kaiako demonstrate a strong understanding of planning for learning and intentionally apply teaching strategies grounded in Te Ao Māori to foster the critical thinking and independence of tamariki. Progression of learning over time is celebrated, building confidence, motivation, and engagement in learning, encouraging tamariki to see themselves as capable learners.

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

Leaders and kaiako collaborate effectively and engage in a wide range of professional learning and development opportunities that contribute to ongoing and sustained improvement.

- Leaders and kaiako participate in collegial professional learning and development, supported by both internal and external expertise. This professional learning aligns with and supports the service's vision and strategic goals.
- Professional growth cycles are in place for leaders and kaiako to reflect on and improve their practice to support positive outcomes for tamariki. Leaders are actively strengthening these cycles to assess the impact of professional knowledge on teaching effectiveness.
- Mutual respect and a sense of ako, both within the team and with whānau, reflect the values of mātauranga Māori. 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 successfully promote a shared understanding of the service's philosophy, vision, goals, and priorities for the learning of 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.
- Leadership is guided by *Te Tiriti o Waitangi*, and respect is shown for Māori and their interconnected worldview. The roles of tangata whenua and mana whenua are thoughtfully considered in leadership decisions.

### 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 Harinui 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?

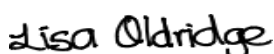
Harinui Early Childhood Learning Centre will include the following actions in its quality improvement planning:

- 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 Information About the Service

Service Type	Education and care service
Number licenced for	30 children, including up to 25 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 24%, NZ European/Pākehā 65%, Cook Island 3%, other ethnic groups 8%
Service roll	37
Review team on site	March 2025
Date of this report	5 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, May 2021; Education Review, April 2016

### 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.