



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little Moments Child Care Ltd

Profile Number: 47430

Location: Ohope

1 ERO's judgement of Little Moments Child Care Ltd 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

Little Moments Child Care Ltd is a home-based service with nine educators located in Whakatāne. The service provider is responsible for governance and is involved in all aspects of the service, supported by a visiting teacher. The philosophy prioritises respectful, nurturing partnerships with parents and whānau, and culturally responsive education and practices. It emphasises building strong relationships to support learning and wellbeing for tamariki.

## 4 Progress since the previous ERO report

The 2021 ERO review identified two key next steps. In one of these - strengthening the extent to which documented information about children's learning reflects their identity, language, and culture - there has been good progress. The visiting teacher and educators have undertaken internal evaluation and professional learning that has built their capabilities. Limited progress has been made in the second key next step, which relates to assessment information showing children's learning and progress over time.

## 5 Learning Conditions

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

Tamariki benefit from a rich curriculum that offers a range of meaningful opportunities to extend their learning, development, and connections with the wider world.

- Regular excursions outside the home, including to a forest kindergarten, support tamariki to learn about the natural world through hands-on experiences and exploration of Papatūānuku and kaitiakitanga (guardianship of the environment). These experiences support engagement with the local community and whānau, affirming a sense of shared responsibility.
- Educators know tamariki and whānau well, enabling them to respond to individual needs, interests, and learning styles. Social and emotional competencies are supported through a range of intentional teaching strategies, nurturing tamariki to learn and grow.
- A system for individual and group planning and assessment is in place; however, whānau aspirations are only partly reflected. The use of the learning outcomes from Te Whāriki, the early childhood curriculum, to assess the learning of tamariki is not yet consistent practice.

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

Leaders and educators effectively draw on professional knowledge, expertise, and cultural competence to inform their thinking and practice.

- Mutual respect and ongoing collaboration between leaders and educators enables the sharing of ideas, extension of knowledge and supports the growth of improved teaching practices that respond to individual tamariki.
- Bicultural practices are promoted across the service, and there is a shared understanding of te ao Māori (the Māori world). This is reflected in both documentation and the enacted curriculum, where the mana (strength) and mauri (life force) of tamariki is fostered.
- Previous professional growth cycles supported educators' ongoing development of their teaching practices. More recently, completion of these cycles has been inconsistent, and leaders recognise that re-establishing a framework more suited to home-based education and care is an area for improvement.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leaders work purposefully with educators in implementing the service's priorities for improvement.

- Strong relational trust and a shared understanding of inclusive practices are prioritised within the service. Leaders guide educators in responding to diversity by using intentional strategies to support their learning and development.
- Leaders provide regular mentoring and coaching to foster educator growth. Consequently, educators refine their practices and implement responsive teaching strategies, enabling tamariki to thrive and succeed.
- Internal evaluation has contributed to changes in practice and is positively impacting learning for tamariki. However, data is not yet effectively measured in a way that allows leaders to determine how well the service is achieving desired outcomes, which hinders reliable decision-making for continuous improvement.

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

Proactive decision-making by governance positively supports tamariki, whānau, and educators, placing them at the centre of decision-making.

- Governance upholds equity approaches, ensuring barrier-free access for tamariki and whānau. Successful partnerships with a range of relevant agencies support broader educational and social outcomes.
- Governance provides significant resources and support for curriculum activities that help establish meaningful connections with iwi and hapū, as well as the wider community.
- A positive working environment is supported by effective governance through open communication and respectful dialogue. A focus on growth and improvement is maintained through relevant strategic goals, self-review, and internal evaluation.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Moments Child Care Ltd 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?

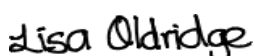
Little Moments Child Care Ltd will include the following actions in its quality improvement planning:

- Integrate the learning outcomes from *Te Whāriki*, along with whānau aspirations, into planning and assessment documentation.
- Develop and consistently implement a professional growth cycle framework that is responsive to and relevant for the context of home-based early childhood education.

### 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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4 June 2025

## 9 Information About the Service

Service Type	Home-based service
Number licenced for	60 children, including up to 30 aged under 2
Ethnic composition <i>Using rounded percentages</i>	Māori 40%, NZ European/Pākehā 60%
Service roll	44
Review team on site	April 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>	Akanuku   Assurance Review, April 2021

### 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.