



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Daisies Early Education and Care Centre

Profile Number: 47708

Location: Johnsonville, Wellington

1 ERO's judgement of Daisies Early Education and Care 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

Daisies Early Education and Care Centre is one of two services under the same ownership located on neighbouring sections. The co-owners oversee operations, with two pedagogical leaders sharing responsibility for curriculum development. The daily running of the service is the responsibility of a head teacher supported by an educational leader. This service provides for children aged three years to school age. The philosophy prioritises creating a loving, engaging and pleasing place of learning for all pēpi, tamariki, whānau and kaiako. It is underpinned by the te ao Māori values of whakautetanga, manaakitanga, kaitiakitanga, hiriritanga and whanaketanga.

4 Progress since the previous ERO report

The service has made significant progress in relation to the key next steps from ERO's Akanuku | Assurance Review in 2022. One next step was to strengthen acknowledgement of children's identity, language and culture in learning documentation. There was also a next step to increase the visibility of children's learning outcomes in assessment, planning and evaluation. The service has developed a learning documentation framework and has provided ongoing professional learning and development to guide teacher practice. Learning outcomes and children's cultures and languages are evident in their assessment, planning and evaluation documentation.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a rich and responsive curriculum that is effectively underpinned by *Te Whāriki*, the early childhood curriculum.

- Children's sustained learning in small groups as part of their play is highly evident and enabled by key teacher-led group investigations and interactions. Teachers purposefully using a range of intentional teaching strategies, such as questioning and prompting, to promote children's critical thinking.
- Children are curious and explore in a richly resourced environment that is intentionally designed to promote their oral language, literacy and numeracy learning. Partnerships with whānau prioritise children's learning and are enhanced by strong connections to home and cultural perspectives that result in quality learning opportunities being available within the daily curriculum.
- Māori learners experience educational success as Māori within a curriculum that reflects their ways of being and doing. Exploration of local places of significance, nature explorers and enviro-schools programmes contribute to a focus on environmental sustainability and how to be a caretaker of the natural world; clearly reflecting the service's philosophy in action.

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

The wider teaching and leadership team's expertise is effectively grown through senior leaders sharing their high level of early childhood pedagogical knowledge.

- Professional development and learning of all staff is well-considered, targeted and clearly aligned to service priorities and strategic planning goals.
- Teachers research and investigate current theories and teaching practices, supported by regular mentoring, which actively contributes to their knowledge and provision of rich learning experiences for children. The effectiveness of collaborative teacher inquiry into their shared teaching practices is evidenced by how children's learning progress is recognised and recorded.
- Leaders and teachers actively promote culturally responsive practices that support educational success for Māori children, and te ao Māori values in the service's philosophy are highly evident in teachers' interactions with children. Improving the service's cultural responsiveness to Pacific learners and children from diverse cultural and ethnic backgrounds is a current priority for leaders and teachers.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

High levels of relational trust between leaders and teachers effectively support a team culture focused on continuous improvement.

- Distributed roles and responsibilities provide opportunities for leaders and teachers to grow their leadership capabilities. This builds their professional practice and contributes to informed curriculum initiatives and programmes.
- A significant range of quality improvement approaches are used to sustain a focus on improvement over time. The visibility of learning outcomes for individual and groups of children is highly evident in assessment, planning and evaluation information.
- Leaders and teachers purposefully seek advice from whānau Māori and mana whenua about ways to meaningfully incorporate te reo Māori and te ao Māori into the daily curriculum.

Stewardship through effective governance and management | Te Whakaruruhau

Parent and whānau aspirations materially influence the philosophy, vision, goals and plans for children's learning.

- Reciprocal relationships with key community organisations, local iwi, and other professional networks contribute to collaboration that supports children's educational outcomes. Leaders and those responsible for stewardship, facilitate and actively participate in the wider early childhood sector professional learning community.
- Purposeful organisational conditions such as good teacher-to-child ratios, smaller group sizes and consistent staffing promote successful learner outcomes and positive working conditions that support the learning and wellbeing of children.
- The service's strategic planning, vision, values and priorities are clearly monitored and progressed through robust quality improvement systems.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Daisies Early Education and Care 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?

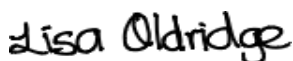
Daisies Early Education and Care Centre will include the following actions in its quality improvement planning:

- Deepen use of well-embedded quality improvement approaches, including evaluation, to sustain equitable and excellent outcomes for all children, including for Pacific learners and children of diverse ethnic heritages.

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)

27 June 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children aged 2 and over
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 6%, NZ European/Pākehā 42%, Chinese 21%, Indian 12%, Samoan 3%, other ethnic groups 16%
Service roll	33
Review team on site	May 2025
Date of this report	27 June 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, January 2022

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.