



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: The Pudney Hub

Profile Number: 48189

Location: Napier

1 ERO's judgement of The Pudney Hub 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

The Pudney Hub opened in April 2023. The service is a not-for-profit community organisation governed by the Hawkes Bay Early Intervention Trust. Daily operations are managed by a clinical director and the co-founder. The team consists of a qualified teacher, speech therapist, occupational therapist and a teacher aide. The philosophy celebrates children's unique qualities and emphasises maximising their potential through a holistic approach to development that is strengths-based, family-centred, culturally responsive, and community-oriented.

4 Progress since the previous ERO report

This is the first ERO report of the service.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children's learning and development, in a play-based context, are supported through respectful, trusting learner-focused partnerships.

- Leaders and adults collaborate with parents to ensure consistent practices and create a responsive curriculum. They celebrate children's strengths, abilities and achievements within a play-based context.
- Well-considered strategies effectively support the development of children's social and emotional skills. Adults actively encourage children to explore and engage with their learning environment.
- Adults create a calm, unhurried and purposeful environment that successfully fosters children's independence and sense of belonging.

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

Children's learning and holistic development are enhanced through leaders, teachers and adults working as a professional learning community.

- Team members share their professional knowledge, skills and expertise to design and implement a responsive curriculum that supports children's progress and development over time.
- Leaders, teachers, and adults actively seek the voices of parents and whānau while building relationships with mana whenua. Children's individual languages, cultures and identities are yet to be reflected in the environment and teaching practices.
- A recently implemented professional growth system aligns with internal evaluation and supports adults' ongoing learning and development. Team members have not yet evaluated the impact of their practices and improvements on individuals and groups of children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work collaboratively to enact the service philosophy, goals, and priorities for the wellbeing and learning of all children.

- Leaders actively seek ways to remove barriers to children's learning and development, providing consistency in practices and supporting children's sense of belonging.
- Relational trust across the service supports outcomes-focused decision-making and fosters collective responsibility for the wellbeing of all children.
- Leaders actively engage in inter-professional work with external specialists who support the health, wellbeing, and learning of children and their whānau.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing are the primary considerations in decision-making.

- Governance and management actively promote equity and justice for all children and their whānau to enable participation and wellbeing.
- Strategic planning focuses on future improvements, excellence, equity and inclusiveness. Measurable objectives related to identified priorities are not yet in place to enable leaders to understand the effectiveness of their initiatives.
- Parents' aspirations for their children's learning positively influence the service's philosophy, vision, and goals.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of The Pudney Hub 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?

The Pudney Hub will include the following actions in its quality improvement planning:

- Build collective capability to reflect and respond to children's cultures, languages and identities within the curriculum.
- Improve shared knowledge in identifying and understanding the impact of teaching practices and improvements on individuals and groups of children.
- Develop and implement a documented system to monitor and evaluate progress towards organisational objectives and values, in collaboration with families and the wider 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

Lisa Oldridge
Director of Early Childhood Education (Acting)

4 June 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	10 children aged 2 and over
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 50%, NZ European/Pākehā 43%, Samoan 10%
Service roll	28
Review team on site	March 2025
Date of this report	4 June 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	First ERO report of the service

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.