

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Born and Raised Pasifika Early Childhood Centre

Profile Number: 50053

Location: Aramoho, Whanganui

1 ERO's judgement of Born and Raised Pasifika Early Childhood 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

Born and Raised Pasifika Early Childhood Centre is one of two early learning services operating under the Pasifika Vision Forum Charitable Trust (the Trust). The centre manager, a founding member of the Trust, provides leadership for both services. The service's philosophy is aligned with the principles of *Te Whāriki*, the early childhood curriculum. Its philosophy and vision focus on promoting Christian values and maintaining Pasifika identities, languages, and cultures. Practices are guided and underpinned by Pasifika values of respect, integrity, service, and excellence.

4 Progress since the previous ERO report

ERO's 2022 Akanuku | Assurance Review focused on whether the service was meeting and maintaining regulatory standards in relation to curriculum, premises and facilities, health and safety, and governance and management. At that time, ERO identified significant areas of concern, which were addressed by the service following ERO's onsite visit. However, there has been limited progress made to ensure ongoing compliance with licensing requirements is maintained.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children's connections to their home languages are well-supported as kaiako continue to integrate the languages and cultures of Māori and Pacific children throughout the curriculum.

- Children's sense of belonging is supported by the cultural knowledge and expertise of leaders and kaiako, with te reo Māori, tikanga Māori, and Pacific values effectively used in everyday teaching practices. Infants and toddlers experience nurturing care that is culturally responsive, with predictable rituals enhancing their wellbeing.
- Children lead their own learning through play in both indoor and outdoor environments. However, the outdoor environment does not yet provide sufficiently challenging and complex opportunities to support a broad range of learning experiences for children.
- The learning outcomes of *Te Whāriki* are clearly used to guide children's assessment and planning. Kaiako have yet to evaluate and assess the progress of each child's learning over time.

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

Leaders and kaiako are taking steps to improve their professional knowledge and understanding of how to deliver a responsive curriculum.

- Leaders and teachers have some opportunities for professional learning and development that support aspects of their practice. Leaders have yet to evaluate the impact of this professional learning on improvements to teaching practice or outcomes for learners.
- The head teacher provides support and mentoring to the teaching team. This is yet to include targeted feedback to support the professional growth of kaiako.
- Kaiako have yet to develop and implement intentional teaching strategies, such as using open-ended questions and promoting sustained conversations, to challenge and extend children's complex thinking during play.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are taking steps to build leadership capability by distributing roles and responsibilities among staff, ensuring collective responsibility for areas of operation.

- Leaders are in the early stages of implementing a new framework for internal evaluation. They are continuing to build the team's capability to carry out and use evaluation for ongoing improvement.
- Relational trust between leaders, teachers, and the community fosters positive relationships that support the wellbeing and learning of tamariki and whānau.
- A professional growth cycle is in place to support continuous improvement for leaders and kaiako. This is in the early stages of implementation.

Stewardship through effective governance and management | Te Whakaruruhau

Those responsible for governance are in the early stages of developing priorities that support and promote children's learning and wellbeing.

- The strategic plan is in the early stages of implementation, and its effectiveness in promoting continuous improvement has yet to be evaluated.
- Policies and procedures are not effectively supporting staff to implement practices that consistently align with the *Licensing Criteria for Early Childhood Education and Care Centres 2008*. Strengthening the service's guiding documentation and monitoring implementation of minimum requirements across the service is necessary.
- The service provider has established strong, positive networking relationships with Māori and Pacific communities, making the service a key hub for connection and support for these communities.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Born and Raised Pasifika Early Childhood 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 Areas of Concern

ERO found areas of concern in the service relating to:

- having evidence of review of the emergency plan on an, at least, annual basis and implementation of improved practices as required
- ensuring adults providing education and care are familiar with relevant emergency drills and carry out each type of drill with children (as appropriate) on an, at least, 3-monthly basis.

Licensing Criteria for Early Childhood Education and Care Centres 2008; HS7, HS8.

9 Where to next for improvement?

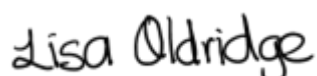
Born and Raised Pasifika Early Childhood Centre will include the following actions in its quality improvement planning:

- Fully implement a professional growth cycle to build the ongoing knowledge and capability of teachers and leaders, including the use of intentional teaching strategies to support children's learning.
- Take steps to embed internal evaluation for improvement across all areas of the service, so that the impact of systems, processes, and practices can be clearly determined, highlighting what is working well, and what is not, for individual children and groups.
- Improve the knowledge and understanding of those responsible for governance and management regarding early childhood regulatory requirements and licensing criteria, ensuring they are consistently met and monitored.

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)

28 May 2025

10 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, including up to 10 aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 30%, Fijian 50%, Samoan 10%, Cook Island 5%, NZ European/Pākehā 5%
Service roll	27
Review team on site	February 2025
Date of this report	28 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, November 2022; Education Review, June 2017

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.