



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Daisies Early Education and Care Centre

Profile Number: 60110

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 up to three years of age. The philosophy prioritises creating a loving, engaging and pleasing place of learning for all pepi, 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

Good progress has been made in relation to the quality improvement action from ERO's 2022 report. Refinement of evaluation processes to gain a deeper understanding of progress and to realise the service's strategic goals is evident. Leaders, following extensive consultation, developed a new strategic plan, and updated the internal evaluation framework to include a deliberate connection to strategic objectives.

## 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.

- Teachers' practices are highly intentional; they use a range of effective teaching strategies, such as modelling, narrating, scaffolding and questioning, that help children develop a sense of trust and confidence to make independent choices. Their respectful practices are highly attentive to young children's individual needs.
- Children are curious and explore in an environment rich in oral language, intentionally designed for their age and stages of development. Learning-focused partnerships with whānau enhance and extend children's learning through connections to home and cultural perspectives, resulting in children experiencing meaningful learning opportunities in 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.
- Teacher's 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?

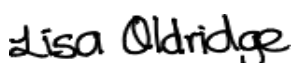
Daisies Early Education and Care Centre will include the following actions in its quality improvement planning:

- 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, including up to 20 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 5%, NZ European/Pākehā 54%, Chinese 24%, Samoan 5%, other ethnic groups 1%
Service roll	37
Review team on site	May 2025
Date of this report	27 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, March 2022; Education Review, January 2018

### 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.