

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: The Nest Private Kindergarten @ Clive

Profile Number: 45615

Location: Clive

1 ERO's judgement of The Nest Private Kindergarten @ Clive 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 Nest Private Kindergarten @ Clive is governed by a long-term owner. The philosophy emphasises strong relationships with families, local community, children and the environment. The approach to education and care is underpinned by *Te Whāriki*, the early childhood curriculum, and draws on the work of Dr. Emmi Pikler to promote children's rights and choice about their learning through respectful practice. A head teacher works in partnership with a team of experienced teachers to deliver the curriculum.

4 Progress since the previous ERO report

Since the 2021 Akarangi | Quality Evaluation, there has been significant staff change and challenge for the service, resulting in limited progress being made against the identified areas for improvement. With a full change in the teaching team and leadership over the past three years, governance and leadership have focused on rebuilding the teaching team and inducting new families, while maintaining the embedded core values of the philosophy.

The previous report identified two key areas of improvement. The first was to develop a local curriculum that included deepening the understanding of the whakapapa of tamariki Māori and the unique place of mana whenua. A second growth area was to strengthen improvement practices to ensure a clearer lens on knowing about the quality or value of practice on outcomes for children.

While a full local curriculum and defined priorities for learning have not been established, there are clear elements that have been included in the redeveloped philosophy that align with the related improvement action. A current inquiry focus is continuing this work. After the appointment and intentionally slow-paced induction of the new teaching team, there has been some early progress made to deepen the team's understanding of tikanga Māori and use of te reo Māori. This has been done in partnership with whānau Māori, by incorporating aspects into the service's well-embedded rituals.

The appreciative inquiry process that is the basis for improvement has remained stable, despite the full change in teaching team. There is still growth to occur in how teachers fully understand the quality or value of the shifts in their practice and how these impact on the desired learning outcomes for children.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

A rich and responsive curriculum enables children's learning, development and play urges within the purposefully prepared environment.

- Children's social and emotional competencies are prioritised through children and teachers enacting the core values of respect and kindness which are central to the curriculum. Teachers' practice and the use of the environment clearly enable children's independence and decision-making alongside their peers.
- Teachers intentionally draw on their intrinsic knowledge of useful strategies, such as modelling language, prompting thought and careful observation to enhance children's experiences. While the impact of these strategies is evident in children's learning assessments, the newly established documented planning process does not clearly forefront the strategies teachers use to enable them to evaluate what is working, or not, and why.
- Children's transitions into the service, and as part of the daily rituals, are highly responsive to children's and their families' individual needs. Learning-focused partnerships between teachers and parents enable parents to be active participants in making decisions about their child's learning.

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

Children benefit from a collaborative teaching team who hold a strong understanding that care is integral to the curriculum and the enacted philosophy.

- Teachers and leaders engage in a range of useful professional learning, inquiry and reflection to develop their understandings and practices that enhance children's learning. They are responsive to children's individual needs and intentional in their interventions when responding to these.
- Leaders and teachers have identified aspects of the local curriculum in the redevelopment of the philosophy but have not clearly defined the priorities for learning to guide further curriculum planning and design. Establishing meaningful use of relevant tikanga Māori and te reo Māori by teachers is a focus of improvement practices.
- Well-established collaborative improvement processes support teachers to develop their practice. Positive impacts for children and their families are known as part of monitoring of this work, however a full understanding of the quality of shifts in practice, and how they link to the desired learning outcomes for children, is still developing.

Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

A culture of relational trust is well embedded, and change has been purposefully managed by leaders to minimise the impact for children and their families.

- Leaders intentionally draw on the teaching knowledge and expertise of teachers to support growth. This has resulted in a shared approach to leadership that builds capability across the team.
- The learning and experiences of children and their families are well supported by leaders' and teachers' cohesive practices. Leaders have meaningfully revitalised the philosophy which remains linked to the service's core values, while reflecting the current community and teaching team perspectives.
- New policies and practices to support the successful operation of the service have been implemented and existing ones are well used by leaders as part of the service's growth and change. A robust evaluation of the impact of these changes to enable further growth has not occurred.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing are well considered in decisions made by those responsible for governance.

- The owner and leader minimise barriers to enable children and their families to access and participate in the service.
- Positive outcomes for children and the ongoing improvement of the service are a key focus of the service's strategic plan. Regular monitoring by the leader in a governance role ensures decisions made remain well focused on learners.
- Robust and fit-for-purpose systems and process, policies and procedures have been embedded. These contribute to the strong foundation in place to continue to support children's learning and wellbeing.

6 Management Assurance on Legal Requirements

Before the review, the staff and management of The Nest Private Kindergarten @ Clive 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.

7 Where to next for improvement?

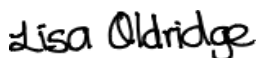
The Nest Private Kindergarten @ Clive will include the following actions in its quality improvement planning:

- In partnership with parents and whānau, define priorities for children's learning that then inform ongoing improvement and align to the service philosophy.
- Extend evaluation capability to more closely scrutinise shifts in teaching practice to understand what has worked or not, and why, and for which learners.
- Ensure individual planning processes for children's learning clearly reflect the service's learning priorities and outcomes from *Te Whāriki* and evaluate the effectiveness of teaching strategies on improving outcomes for learners.

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)

14 July 2025

8 Information About the Service

Service Type	Education and care service
Number licenced for	32 children aged 2 and over
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 16%, NZ European/Pākehā 70%, other ethnic groups 14%
Service roll	37
Review team on site	April 2025
Date of this report	14 July 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, November 2021; Education Review, March 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.