



## ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Daisies Early Education and Care Centre

Profile Number: 60110

Location: Wellington

### 1 ERO's Judgements

[Akarangi | Quality Evaluation](#) evaluates the extent to which this early childhood service has 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 \(PDF 3.01MB\)](#) are the basis for making judgements about the effectiveness of the service in achieving equity and excellence for all learners. [The Akarangi Quality Evaluation Judgement Rubric \(PDF 91.30KB\)](#) derived from the indicators, is used to inform the ERO's judgements about this service's performance in promoting equity and excellence. Information about Akarangi | Quality Evaluations can be found [here](#).

ERO's judgements for Daisies Early Education and Care Centre are as follows:

Outcome Indicators	ERO's judgement
What the service knows about outcomes for learners	Whakawhanake Sustaining

Ngā Akatoro Domains	ERO's judgement
He Whāriki Motuhake The learner and their learning	Kia rangatira ai te tipu Excelling
Whakangungu Ngaio Collaborative professional learning builds knowledge and capability	Kia rangatira ai te tipu Excelling
Ngā Aronga Whai Hua Evaluation for improvement	Whakawhanake Sustaining
Kaihautū Leaders foster collaboration and improvement	Kia rangatira ai te tipu Excelling
Te Whakaruruhau Stewardship through effective governance and management	Kia rangatira ai te tipu Excelling

## 2 Context of the Service

Daisies Early Education and Care Centre is one of two early childhood services under common private ownership. The co-owners oversee operation. Curriculum development is shared by two pedagogical leaders. An acting head teacher manages daily practice, supported by an education leader. The centre serves a culturally diverse community. Most enrolled children are aged under three.

## 3 Summary of findings

The team effectively implements a highly responsive curriculum that enhances children's mana and identity as learners. The environment is child centred and carefully resourced to support different age groups and a wide range of interests. Teachers are skilled practitioners. They sustain their engagement with children and offer support at appropriate times. Families' cultures and languages are acknowledged and celebrated. Te reo me ngā tikanga Māori are respected and used in meaningful ways. Children, including infants and toddlers, are in charge of their learning and routines. This fosters the foundation for them to be competent and empowered learners.

Curriculum design is carefully considered, based on research and best practice, and clearly aligned to the centre's philosophical values. The principles of *Te Whāriki*, the early childhood curriculum are integrated through teaching and learning. Partnership with parents, consistency of care, and relationships that support children's participation and wellbeing, are sustained through the careful assignment of key teachers to each family. Whole centre investigations provide opportunities for teachers and children to research, plan and learn together. 'Nature explore' and the 'Enviroschool' projects support understanding of the environment and local area. Children's progress in learning over time is planned for, recorded and evaluated.

The centre is strongly led. Leadership effectively supports inquiry and knowledge building. A distributed approach enables all teachers to develop leadership skills. Relational trust promotes collaboration and a sustained focus on improvement. Professional development is ongoing and targeted. The wellbeing and learning of children, and the strong vision of excellence for the service, are clearly at the centre of decision making. The service's internal evaluations do not yet adequately measure progress towards its strategic goals.

## 4 Improvement actions

Daisies Early Education and Care Centre will include the following action in its Quality Improvement Planning. This is to:

- continue to refine evaluation processes to gain deeper understanding of progress against strategic goals.

## 5 Management Assurance on Legal Requirements

Before the review, the staff and management of Daisies Early Education and Care Centre completed an *ERO Centre 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 systems for managing the following areas that have a potentially high impact on children's wellbeing:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; hygiene; excursion policies and procedures)
- suitable staffing (including qualification levels; police vetting; teacher registration; ratios)
- evacuation procedures and practices for fire and earthquake.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.

A handwritten signature in black ink that reads "Lesley Patterson". The signature is written in a cursive style with a long horizontal flourish extending to the right.

Dr Lesley Patterson  
Director Review and Improvement Services (Southern)  
Southern Region | Te Tai Tini

2 March 2022

## 6 About the Early Childhood Service

Service type	Education and care service
Number licensed for	30 children, including up to 18 aged under 2.
Percentage of qualified teachers	80%+
Service roll	40
Ethnic composition	Māori 3, NZ European/Pākehā 17, Chinese 10, Indian 4, Other ethnic groups 6
Review team on site	November 2021
Date of this report	2 March 2022
Most recent ERO report(s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review, January 2018; Education Review, August 2013