



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Aro Arataki Children's Centre

Profile Number: 20062

Location: Epsom, Auckland

1 ERO's judgement of Aro Arataki Children's 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

Aro Arataki Children's Centre is a registered charity and operates under an Incorporated Society. The service is situated in the Greenlane Hospital complex. A governance group is made up of parents whose children are enrolled in the service, filling key roles of chairperson, secretary and treasurer. The director, appointed since ERO's previous review, is responsible for management and day-to-day operations. There are three team leaders, a team of 14 teaching staff and an onsite chef. The service provides for children from infants to five years of age in three rooms. The philosophy values building rich, strong connections with children, their whānau, teachers and the community.

4 Progress since the previous ERO report

Since ERO's 2022 report the service has developed very good systems and processes to monitor and ensure licensing requirements are met and maintained. An additional focus has been to develop relational trust among the team and build a team culture that reflects the service's philosophy.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers provide a curriculum that supports children's learning well within the context of family/whānau and community relationships.

- Children's languages and cultures are acknowledged within individual assessment information. Teacher's often use children's home languages, providing a language-rich environment that supports children's growing communication skills and their developing social competence.
- Transitions into and within the service are well supported. Older children visit local primary schools, providing familiarity with the school environment and promoting a successful transition onto school for children and their whānau.
- Parents have regular opportunities to share their aspirations for their child's learning, teachers weave these into assessment records well. Teachers are beginning to work with families to create individual development plans to monitor and evaluate each child's progress.

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

Leaders and teachers work collaboratively to build their cultural competence to design and implement a responsive curriculum.

- Leaders and teachers acknowledge and celebrate relevant cultural events that reflect the diverse communities within the service, promoting a sense of belonging for all children and whānau that attend.
- Teachers access relevant professional development to build their knowledge and confidence to provide a localised curriculum based on *Te Whāriki*, the early childhood curriculum, to support the ongoing learning of all children.
- Leaders and teachers are reflective and inquire into aspects of their teaching practice. They ask themselves what works and what doesn't and are taking steps to grow their knowledge and further improve upon the curriculum provided.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work deliberately to embed relational trust with the teaching team which is enabling ongoing collaboration and improvement.

- Leadership is well embedded, and practices support quality improvement systems that result in benefits for children at this service. Building leadership capability across the service is fostered.
- Leaders, with organisational support, provide ongoing mentoring and coaching to build teacher capability. Leaders have set clear expectations and collaboratively implement systems for group planning and individual assessment to support all learners.
- Leaders have embedded a systematic professional growth process. They are continuing to refine the service's internal evaluation processes.

Stewardship through effective governance and management | Te Whakaruruhau

Decision-making prioritises children's wellbeing and learning, including ensuring that barriers to children's learning are identified and that inclusion for children and their whānau is well-supported.

- Strategic improvement goals, developed with key stakeholders, are monitored and evaluated to help leaders and governance understand how well goals are being achieved.
- Governance and leaders work closely and collaboratively with relevant agencies and the community to support positive social outcomes for children enrolled at the service. Equitable provision for children is evident and strongly guided by relevant policies and specific resourcing allocation.
- Strategic staff appointments are made, that reflect the ethnic diversity of the children and their whānau and to promote a culturally responsive curriculum for children.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Aro Arataki Children's 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?

Aro Arataki Children's Centre will include the following actions in its quality improvement planning:

- Increase partnerships with parents that focus on children's learning to co-construct individual development plans for each children and to monitor and evaluate their progress.
- Refine the service's internal evaluation processes to include data analysis and the ongoing evaluation and monitoring of the impacts of changes to teaching practices on children's learning.

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)

10 June 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	75 children, including up to 40 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 5%; NZ European/Pākehā 85%; Indian 8%; Chinese 7%; Fijian 5%; Samoan 5%; African 4%; Filipino 4%
Service roll	66
Review team on site	April 2025
Date of this report	10 June 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, November 2022; Education Review, June 2016

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.