



## ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Fantails Childcare - Country

Profile Number: 10169

Location: Silverdale, Auckland

### 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.

ERO's judgements for Fantails Childcare - Country 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	Whakawhanake Sustaining
Ngā Aronga Whai Hua Evaluation for improvement	Kia rangatira ai te tipu Excelling
Kaihautū Leaders foster collaboration and improvement	Whakawhanake Sustaining
Te Whakaruruhau Stewardship through effective governance and management	Kia rangatira ai te tipu Excelling

## 2 Context of the Service

Fantails Childcare - Country is a well-established centre in a rural setting close to Silverdale. It is one of three privately owned centres operating under the Fantails Childcare management. A group manager works alongside the centre manager, and together they lead experienced staff, most of whom are qualified teachers. The service has a positive ERO reporting history.

## 3 Improvement actions

Children are viewed as articulate, capable learners. They engage confidently with their teachers, sharing ideas and choosing their areas of interest. The well-designed indoor play space and expansive outdoor environment provide rich opportunities for creative and imaginative play as well as supporting risk-taking and physical development. Younger children integrate well into the mixed-age setting.

Teachers work alongside children to support their learning, encouraging them to problem solve and work collaboratively with others. They skilfully integrate literacy, numeracy and science learning opportunities into the programme. Meaningful conversations promote tuakana/teina relationships in this setting where older children help to care for younger ones.

The programme is inclusive and strongly focused on children learning through play. Younger children receive caring attention in a calm environment where their independence and self-management skills are nurtured. Children with additional learning needs are well supported to fully participate in the programme.

Trusting and respectful relationships between children, teachers and families are highly evident. Responsive and reciprocal partnerships are fostered between schools and the wider community. Transitions into and through the centre are well managed.

The principles and strands of *Te Whāriki*, the early childhood curriculum, guide planning. Teachers notice, recognise and respond to children's interests. Their individual assessment portfolios clearly show each child's individual learning journey.

Leaders' and teachers' commitment to embedding te ao Māori in the programme is highly evident. Te reo me ngā tikanga Māori are an integral part of centre practice.

A sound policy and management framework guides centre operations. A robust appraisal process is focused on continual strengthening of teachers' professional practice.

Highly effective leadership is focused on sustaining high quality practice and the provision of a rich environment to enhance children's learning. Leaders collaboratively use comprehensive evaluation processes to review the effectiveness of learning programmes. There is a deliberate focus on continually enhancing teacher practices to support children's ongoing learning.

## 4 Improvement actions

Fantails Childcare - Country will include the following actions in its Quality Improvement Planning:

- Continue to deepen teachers' shared understandings of quality assessment practices.
- Seek opportunities to share leaders' and teachers' professional knowledge, expertise and practice with the wider professional community.

## 5 Management Assurance on Legal Requirements

Before the review, the staff and management of Fantails Childcare - Country 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 services 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.



Steve Tanner  
Director Review and Improvement Services (Northern)  
Northern Region | Te Tai Raki

3 June 2021

## 6 About the Early Childhood Service

Service type	Education and care service						
Number licensed for	50 children, including up to 12 aged under two.						
Percentage of qualified teachers	80%+						
Service roll	56						
Ethnic composition	<table> <tr> <td>Māori</td> <td>7</td> </tr> <tr> <td>NZ European/Pākehā</td> <td>41</td> </tr> <tr> <td>other ethnic groups</td> <td>8</td> </tr> </table>	Māori	7	NZ European/Pākehā	41	other ethnic groups	8
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Review team on site	April 2021						
Date of this report	3 June 2021						
Most recent ERO report(s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review, September 2016 Education Review, June 2013						