



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Nature's Point Childcare

Profile Number: 47767

Location: Papakura, Auckland

1 ERO's judgement of Nature's Point Childcare 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.

ERO visited this service prior to 1 September 2026, at which point the responsibility for regulatory oversight for Early Childhood Education transferred from the Ministry of Education to the Education Review Office. As such, this report is presented under the approach that ERO was using at the time of the visit.

3 About the Service

Nature's Point Childcare is a privately owned early childhood service t providing education and care for children across three play spaces. The service's philosophy values connections with the natural environment and promotes a nature-inspired outdoor curriculum that supports children's learning through engagement with the natural world. The curriculum is guided by *Te Whāriki*, the early childhood curriculum.

4 Progress since the previous ERO report

ERO's 2023 Akanuku | Assurance report identified two key next steps related to reflecting children's identity, languages and cultures in children's learning records and assessment showing children's learning progress over time.

Limited progress has been made with few steps taken to include children's identity, language, and culture in learning records. Teachers seek whānau goals about children's cultural backgrounds, but there is variability in the use of this information to inform curriculum planning. This remains an area of growth.

Good progress is evident with refinement of assessment processes improving the quality of learning stories. Records clearly show children's interests, strengths, and progress over time.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience relationships that are responsive, build connection and enhance learning within a play-based curriculum.

- Younger children experience warm, responsive teaching that fosters their sense of security and belonging. This helps them build trusting relationships and engage confidently in learning.
- Older children benefit from a range of intentional literacy opportunities that supports their emerging skills and interests. This further develops their ability to communicate ideas more clearly and builds strong foundations for future learning.
- Children actively take part in regular excursions to the local bush reserve, providing rich opportunities for exploration. This builds their confidence, curiosity and connection to the natural environment.
- Assessment practices meaningfully capture children's developing skills, knowledge and dispositions, making learning visible and informing planning. The impact of identified teaching strategies is not consistently evaluated, limiting understanding about what is most effective for individuals and groups of learners.

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

Teachers collaborate to strengthen their professional knowledge to implement a responsive curriculum.

- Professional growth cycles are used by teachers to set clear goals and guide meaningful improvements in teaching. Leaders and teachers collaborate to share expertise to build consistent practice across the service.
- Teachers engage in relevant professional learning opportunities that support their capability, confidence and ongoing growth in their practice. They apply new knowledge and strategies in purposeful ways, enhancing children's learning experiences.
- Teachers, alongside parents, are taking steps in strengthening their cultural knowledge to reflect the children in the service. Home languages appear in some documentation, and a variety of cultural celebrations provide opportunities for children to learn about their own and other cultures.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders enact the conditions that strengthen teaching practice and promote professional growth.

- Leaders facilitate regular mentoring and reflective discussions with teachers that focus on improving practice. These conversations strengthen teacher capability and result in clear changes in how teachers support children's learning.
- Internal evaluation is purposeful, with clear processes that guide review and improvement actions. Evaluation is not yet consistently in-depth, limiting understanding of what is working, what is not, and the impact of improvement actions on outcomes for children.
- Leaders and teachers build positive relationships with parents and whānau through regular communication and shared decision-making. This strengthens trust and supports more responsive learning for children.

Governance implements well-established systems and processes that support continuous development and ongoing improvement.

- Systems and processes have been embedded by governance and leadership that guide ongoing improvement. These ensure changes respond to identified priorities.
- Governance actively promotes positive working conditions and provides access to opportunities for professional learning. This supports a stable team, creating consistency for children and strengthens collaborative practice across the service.
- The service collaborates with external agencies to support learners. Children with additional needs have access to specialised support, improving their learning outcomes.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Nature's Point Childcare 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?

Nature's Point Childcare will include the following actions in its quality improvement planning:

- Make visible children's culture, language and identities within the curriculum, using teaching strategies that ensure they respond to all children.
- Develop evaluation capability to identify what is working well and demonstrate the impact on outcomes for individuals and groups of 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.](#)



Vivien Ruth
Director of Early Childhood Education

10 September 2026

9 Information About the Service

Service Type	Education and care service
Number licenced for	65 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 16%, NZ European/Pākehā 27%, Indian 30%, Samoan 10%, Sri Lankan 6%, Fijian 3%, other ethnic groups 8%.
Service roll	53
Review team on site	June 2026
Date of this report	10 September 2026
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, 2023

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.