

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Wonder Bees Early Childhood Centre

Profile Number: 10276

Location: Auckland

1 ERO's judgement of Wonder Bees Early Childhood 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

Wonder Bees Early Learning Centre is a privately owned childhood service. The service provider is the centre manager and is responsible for day-to-day service operations as well as leading a team of seven teaching staff and two cooks. Infants, toddlers and older children are provided for in two spaces. The service's philosophy values respectful and responsive relationships. Children, families and teachers reflect the diverse cultures of the local community.

4 Progress since the previous ERO report

This is ERO's first report of this service since a change of ownership in 2022.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service's curriculum reflects *Te Whāriki*, the early childhood curriculum and teachers are beginning to use strategies to develop children's interests.

- Teachers know the children and their interests. They use the environment well to provide a variety of learning experiences that are responsive to children's learning needs.
- Teachers offer calm and unhurried routines for infants and have respectful and responsive interactions with infants, toddlers and older children. They are establishing learning-focused partnerships with parents/whānau.
- The learning environment includes resourcing and display that reflect aspects of bicultural practice. Teachers are yet to make the cultures and languages of children and families visible in children's assessment and in learning environment.

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

The service is engaging in professional learning and development to build knowledge and understanding of assessment, planning and evaluation.

- A professional growth cycle is in early stage of implementation and teachers are taking steps to reflect on their teaching practice.
- The owner is taking steps to build teachers' understanding of bicultural practice and ways to support children's learning needs.
- Internal evaluation is beginning to be used to improve teaching practices. The owner is working to develop teachers' shared understanding of how to do and use evaluation as a process to guide improvement.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service owner is establishing conditions to provide quality practice.

- The owner and teachers are building relational trust to work collaboratively to support children and their learning.
- The owner and teachers are beginning to identify barriers to support children's learning.
- The owner is taking steps to develop teachers' capability to identify and make changes to practice to support children's learning.

Stewardship through effective governance and management | Te Whakaruruhau

The owner has established systems, procedures and processes that focus on children's learning and wellbeing.

- The owners' decision-making, and vision prioritises children's learning and wellbeing.
- The owner is establishing a process to involve parents in their children's learning.
- A teaching team is being established and the owner has implemented human resource policies and procedures to support the team.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Wonder Bees Early Childhood 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?

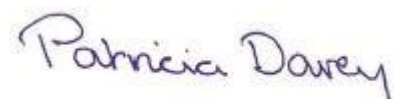
Wonder Bees Early Childhood Centre will include the following actions in its quality improvement planning:

- Develop teachers' shared understanding of *Te Whāriki* and how to make learning outcomes more visible in assessment, planning and evaluation of children's learning.
- Grow teacher knowledge and capability to:
 - improve their bicultural practices to better support children's learning
 - make children's languages and culture more visible in assessment, planning and evaluation records.

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.*](#)

A handwritten signature in purple ink that reads "Patricia Davey".

Patricia Davey
Director of Early Childhood Education (ECE)

23 December 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, including up to 10 aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	NZ European/ Pākehā 34%; Chinese 42%, South African 4%; Japanese 4%; Malaysian/Indian 4%; Taiwan Chinese 4%; Filipino 4%, Russian 4%;
Service roll	23
Review team on site	October 2024
Date of this report	23 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	First ERO report for the service

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.