

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Seeds and Sprouts Childcare Ltd

Profile Number: 46096

Location: Whau Valley, Whangarei

1 ERO's judgement of Seeds and Sprouts Childcare Ltd 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

Seeds and Sprouts Childcare Ltd operates from a privately owned converted villa. The service provider works alongside the teaching team to support learning across the infant, toddler, and mixed-age areas. The service's philosophy is grounded in supporting children's holistic development through responsive relationships and the use of tuakana-teina approaches to teaching and learning.

4 Progress since the previous ERO report

ERO's 2023 Akanuku | Assurance report identified non-compliances relating to health and safety, as well as governance, management and administration. These matters have since been addressed following the on-site review.

The service has continued to make good progress in implementing and regularly reviewing its policies and procedures to ensure ongoing compliance with regulatory requirements is maintained.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers use a range of strategies to support infants, toddlers and young children's oral language with a variety of everyday experiences resulting in the development of children's social and emotional skills and attitudes.

- Children's wellbeing and sense of belonging during transitions into and out of the service are supported by responsive teachers. Regular tuakana-teina opportunities and a collaborative teaching approach contribute to calm and unhurried transitions within the service.
- The leader and teachers work in partnership with some whānau and provide opportunities for parents to share their aspirations. Teachers are beginning to identify agreed priorities with parents and plan for them to further develop children's holistic development.
- Assessment, planning and evaluation practices promote the development of children's interests and dispositions. Teachers are building their capabilities to intentionally use teaching strategies and the learning outcomes from *Te Whāriki*, the early childhood curriculum to show children's continuity and progress of learning overtime.

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

The service's mentoring and coaching programme provides relevant professional learning and development opportunities that build teaching and leadership capability.

- Teachers are reflecting on aspects of their practice and are beginning to demonstrate evaluative thinking. This is showing how shifts in practice are positively impacting on children's learning.
- The service is engaging in professional learning to develop their knowledge and capability in designing a culturally responsive and inclusive curriculum. Teachers are increasingly implementing a bicultural and responsive approach that supports the learning and identity of all children.
- Teachers are continuously building their professional expertise to design and implement a rich, engaging curriculum. The team works collaboratively to support children's emerging interests, skills and dispositions.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service leader works alongside the teaching team to enact the strategic plan and philosophy with a focus on improvements for children's learning.

- The leader actively models professional practice and works alongside the teaching team to promote high-quality teaching. Leadership and teaching practice are collaborative, with a shared focus on fostering children's wellbeing and supporting ongoing progress in their learning.
- The service leader provides regular mentoring and affirming feedback that supports teachers' professional growth. Increasing the documentation of critical, evidenced-based feedback will further strengthen both teaching practice and leadership capability.
- Leadership is engaging the teaching team in internal evaluation to support improvements in learning conditions and to promote equitable outcomes for children. They are beginning to document their monitoring and evaluation process to demonstrate the impact of teaching practice on children's learning and progress.

Stewardship through effective governance and management | Te Whakaruruhau

The service has collaboratively created a strategic plan with a focus on relevant priorities for the service, including building teaching capabilities and improving outcomes for learners.

- The service is collaborating with parents and relevant agencies to support children's learning and development.
- Governance is committed to reducing barriers to ensure children have access to an inclusive environment that supports their culture and learning needs.
- Governance regularly refines and implements the policies, procedures and practices alongside the teaching team. They are purposeful in the selection of teachers and implements performance management processes to ensure quality education.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Seeds and Sprouts Childcare Ltd 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?

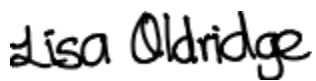
Seeds and Sprouts Childcare Ltd will include the following actions in its quality improvement planning:

- Leaders are to document ongoing professional feedback that shows how teachers are building their teaching and leadership capabilities overtime.
- Leaders and teachers will work in partnership with whānau to identify agreed priorities for their children's learning.
- Teachers will intentionally use learning outcomes and teaching strategies to show children's continuity and progress of learning overtime.

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
Director of Early Childhood Education (Acting)

16 July 2025

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	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 34%, NZ European/Pākehā 56%, Samoan 2%, Niuean 2%, Other 8%.
Service roll	49
Review team on site	April 2025
Date of this report	16 July 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, March 2023; Education Review, August 2018

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.