



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Nanaksar Educare Centre

Profile Number: 46638

Location: Manurewa, Auckland

1 ERO's judgement of Nanaksar Educare 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

Nanaksar Educare Centre is one of two services governed by the Anand Isher Education and Community Trust (AIEC). A facilities manager works alongside a qualified team leader to lead the teaching team. The philosophy emphasises ako, whanaungatanga and manaakitanga and aims to promote a culture of service where children learn through play. All children attending are Indian and have English as an additional language.

4 Progress since the previous ERO report

ERO's 2021 report identified three areas for improvement. These were to empower children to lead the curriculum, continue to maximise the expertise of staff to enrich children's learning, and to strengthen internal evaluation systems by identifying positive outcomes for all children. Significant progress has been made to empower children to make decisions about their learning and in building the expertise of staff to enrich children's learning. Significant progress has also been made in collaboratively documenting and monitoring internal evaluation information to determine if changes made have achieved desired outcomes for children and whānau.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Kaiako skilfully respond to children's interests and capabilities, including using their home languages in positive sustained interactions.

- Provision of a wide variety of curriculum experiences and use of intentional teaching strategies enable kaiako to enact the philosophy, demonstrate respect for children and support them to learn through play. Literacy and mathematical exploration are well-supported and younger children benefit from the attentiveness and meaningful, responsive teaching practices of kaiako.
- Kaiako use te reo Māori and tikanga Māori to support the meaningful integration of biculturalism within the curriculum. Children experience other cultures, including Pacific cultures, through celebrations and activities.
- Assessment records depict a positive image of each child and identify their strengths, interests and dispositions related to the learning outcomes of *Te Whāriki*, the early childhood curriculum. Evaluation of the effectiveness of teaching strategies to enhance outcomes for groups of children is not explicit.

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

Leaders and kaiako purposefully inquire into aspects of their teaching practice and engage in relevant professional learning and development that contributes to ongoing improvement.

- Kaiako inquiries link with the service philosophy, strategic plan and standards for the teaching profession. This assists them to take collective responsibility for providing a quality curriculum.
- A recently implemented system for professional growth supports kaiako to identify changes they have made to their teaching practice. There is some evidence that kaiako are beginning to consider the impact of their teaching for children's learning.
- Mentoring feedback affirms the capable practices of kaiako. Documentation does not clearly or consistently provide information to kaiako about how they can enhance their professional capability.

6 Organisational Conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders and kaiako engage in deliberate, systematic internal evaluation with a focus on what is most important for children, including monitoring progress in relation to children's learning.

- Leaders and kaiako collaborate and discuss progress with internal evaluation priorities to drive ongoing improvement. Documentation indicates positives outcomes for children and parents, but not for groups of children.
- Leaders provide regular and meaningful opportunities for teachers to share and implement new ideas from professional learning. Consideration of the impact of teaching strategies on different groups of children is not consistent.
- Governance, team leaders, and teachers have a high level of mutual trust. The collective responsibility of management, team leaders, and team in ensuring the best outcomes for all children is evident.

Stewardship through effective governance and management | Te Whakaruruhau

Governance prioritises enhancing children's learning and wellbeing through quality resourcing and informed decision making.

- A strategic plan for both services encompasses goals linked with *Te Whāriki* and service priorities of holistic learning. Evaluation of progress towards these goals shows the impact of changes made on outcomes for children.
- Leaders and kaiako maintain respectful, culturally responsive and trusting relationships with parents and the community.
- A suitable framework of policy review is in place and guides the implementation of practices. Effective implementation of human resource practices promotes the recruitment, selection and retention of personnel.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Nanaksar Educare 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?

Nanaksar Educare Centre will include the following actions in its quality improvement planning:

- Improve how kaiako evaluate the effectiveness of their teaching strategies in improving outcomes for groups of learners.
- Refine internal evaluation processes to consistently show what is working well, or not, and for which individuals and groups of children.

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)

8 September 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	49 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Indian 100%
Service roll	41
Review team on site	April 2025
Date of this report	8 September 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, November 2021; Education Review, June 2017

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.