



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: The Bee Hive

Profile Number: 48057

Location: Ranui, Auckland

1 ERO's judgement of The Bee Hive 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

The Bee Hive is a privately owned service providing a mixed-age learning environment for children up to school age. The owner is a registered teacher and leads a team of two long-serving teachers and two newly appointed teachers. The philosophy prioritises close, positive relationships with children, parents and whānau.

4 Progress since the previous ERO report

This is the first ERO review of the service.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Leaders and teachers are developing guidance and expectations for curriculum design and implementation to consistently support children's learning.

- Children experience a curriculum that fosters their sense of belonging through teachers' nurturing care. Leaders, teachers, children, parents and whānau share close and positive relationships.
- Teachers are beginning to gather parents' aspirations for their children's learning. This information is not yet being used to inform curriculum decisions.
- Planning does not identify intentional ways for teachers to support children's interests or respond to their strengths. Assessment practices also do not demonstrate individual children's learning progress over time in relation to the outcomes of *Te Whāriki*, the early childhood curriculum.

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

The service is establishing the conditions to develop leaders' and teachers' professional growth and capability to support teaching practices and curriculum delivery.

- Teachers access relevant professional learning and development and have opportunities to share new learning across the team. They do not evaluate the impact of this learning on teaching practice or on outcomes for children.
- Leaders and teachers engage in some mentoring discussions that support professional learning. A professional growth cycle is not yet fully implemented to focus on teaching strengths and areas for improvement.
- Teachers and leaders value and celebrate cultural events important to children and their families. They are building confidence in using te reo Māori and incorporating tikanga Māori into daily teaching practice.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders and teachers are at an early stage of building relational trust to support collaboration for improvement.

- Leaders and teachers regularly engage in professional discussion focused on the wellbeing of children, parents and families. These discussions contribute to trusting relationships and support ongoing collaboration.
- Leaders and teachers enact aspects of the philosophy in daily practice. They review and update key values and principles in collaboration with families.
- A process for internal evaluation is in place, but monitoring and evaluating the impact of changes on children is not evident. Leaders and teachers do not share a common understanding of this process, limiting their ability to assess the effects of their actions.

Stewardship through effective governance and management | Te Whakaruruhau

Leaders are developing plans, priorities and guidance for ongoing improvement, in collaboration with parents and families.

- Leaders and teachers work collaboratively with external agencies to support children with additional learning needs and their families.
- A strategic plan is in place with clear goals focused on the wellbeing of children and families. Progress is unclear, and leaders do not yet evaluate achievement of these goals.
- Health and safety systems are not consistently monitored to ensure licensing requirements are maintained.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of The Bee Hive 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 Areas of Concern

ERO found areas of concern in the service relating to:

- having evidence of an annual review of the emergency management plan
- analysing accident/incident records to identify and address potential hazards to the safety of children.

Licensing Criteria for Early Childhood Education and Care Centres 2008; HS7, HS12.

9 Where to next for improvement?

The Bee Hive will include the following actions in its quality improvement planning:

- Develop a shared understanding of the learning outcomes in *Te Whāriki* as a basis to design and implement a responsive curriculum.
- Improve planning, assessment and evaluation practices to clearly show each child's learning progress over time and reflect parent aspirations.
- Fully implement a professional growth cycle to help leaders and teachers build the knowledge, skills and confidence needed to deliver a responsive curriculum for all 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)

18 August 2025

10 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	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 7%; NZ European/Pākehā 38%; Indian 30%; Chinese 17%; Samoan 14%; Filipino 7%; Tongan 3%; other ethnic groups 16%
Service roll	30
Review team on site	June 2025
Date of this report	18 August 2025
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.