

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Fantails Childcare - Estate

Profile Number: 47780

Location: Silverdale, Auckland

1 ERO's judgement of Fantails Childcare - Estate 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

Fantails Childcare Estate is a well-established, privately owned early learning service. This is one of three services under the same ownership. The centre provides care and education within five age-defined rooms. A group manager oversees health and safety. The centre manager is responsible for day-to-day operations along with a curriculum lead who is supported by a supervisor. All three leaders are qualified teachers. The service philosophy promotes a positive approach to respectful relationships and an environment that allows children to develop to their full potential. The diverse backgrounds, values, traditions and capabilities of children and their whānau are embraced, celebrated and reflected within the learning environment.

4 Progress since the previous ERO report

ERO's 2022 Akanuku | Assurance report was the first review for this service. It identified one key next step for improvement which was to continue to strengthen assessment, planning, and evaluation to reflect children's progress and learning over time, their interests, whānau, and life contexts.

Significant progress has been made. Leaders and teachers have effectively used internal evaluation processes to improve their assessment, planning, and evaluation practices. Teachers have built their capability in showing they are responding to children's interests, whānau aspirations, life contexts and documentation shows progression of learning overtime.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The curriculum is thoughtfully designed and effectively implemented to encourage children's exploration and creativity, allowing them to lead their own learning.

- Teachers' interactions with children are sustained, respectful, responsive, using a wide range of strategies to develop children's social and emotional competence. Calm learning environments further support infants' and toddlers' wellbeing.
- Teachers have developed effective learning partnerships with parents and whānau. They use information shared by whānau to provide a rich and responsive curriculum.
- Teachers provide developmentally appropriate and targeted early literacy experiences that support individual and group learning. They use a range of intentional strategies to foster oral language, promote home languages, and sustain meaningful interactions with children.
- Assessment and planning documentation shows how teachers extend children's learning and support the development of their knowledge, attitudes and skills over time. Documentation is yet to explicitly show how effective teaching strategies have been in supporting children's learning outcomes.

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

Children's learning is enhanced by leaders and teachers working as a professional learning community that collaboratively and intentionally responds to learners.

- Teaching teams demonstrate a shared understanding of intentional teaching strategies, which they implement to support children's learning and development over time. Teachers increasingly show responsiveness to the diverse needs of children, ensuring that teaching practices are inclusive and flexible.
- Leaders and teachers develop cultural competence through professional learning and input from parents to design a curriculum that reflects children's cultures, languages, and identities. Teachers implement bicultural practices, provide cultural experiences, and enact te ao Māori values of the service.
- Leaders and teachers inquire into aspects of their teaching practices to determine what strategies are supporting children's learning outcomes. They are continuing to build their capability in evaluating what worked and what didn't for all learners.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

High relational trust is evident, enabling collaboration and sustained improvement.

- Leaders actively provide ongoing mentoring and guidance to all teachers. Through a range of improvement approaches, leaders provide regular feedback which continues to build knowledge, teaching practice and expertise.
- Leaders support teachers to build their capabilities in using a systematic internal evaluation process that focuses on what matters most within their learning context. However, there is some variability in teachers' understanding of evaluation, and the process has yet to include specific indicators to support the ongoing success of monitoring.
- Leaders provide meaningful professional learning opportunities that build teacher capability to ensure improvements in practice are occurring.

Stewardship through effective governance and management | Te Whakaruruhau

Governance has a clear focus on decision-making that ensures sustainability of the Fantails Childcare group.

- Leaders and teaching teams benefit from robust processes and systems that ensure consistent practices across all three services, supporting a high-quality approach to teaching and leadership.
- Management decisions are intentionally centred on children and their whānau, as demonstrated by the employment of diverse teaching staff, higher adult-to-child ratios, and responsive curriculum resourcing for children and their whānau.
- Those responsible for governance and management monitor how the service meets regulatory and professional requirements. However, documentation does not clearly show how leaders evaluate and report on their progress in responding to strategic priorities.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Fantails Childcare - Estate 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, safety and wellbeing:

- 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?

Fantails Childcare - Estate will include the following actions in its quality improvement planning:

- Build teacher capability to evaluate the effectiveness of teaching strategies to better consider what is working, what is not and for whom.

Fantails Childcare governance will include the following in its quality improvement planning:

- Leaders to regularly monitor, evaluate and report on how well they are tracking against their strategic priorities.

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

17 December 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	150 children, including up to 50 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 7%, NZ European/Pākehā 54%, Other ethnic groups 25%, Chinese 9%, European 4%, Indian 4%, Korean 4%, South African 4%, Other Pacific groups 3%,
Service roll	162
Review team on site	October 2025
Date of this report	17 December 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, October 2022

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.