



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Honeybees Preschool

Profile Number: 46310

Location: Auckland CBD

1 ERO's judgement of Honeybees Preschool 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

Honeybees Preschool is located in central Auckland. A centre manager is responsible for operations and delivers the curriculum alongside the diverse teaching team. Leaders and teachers have adopted the values of whakamana (empowerment), manaakitanga (kindness), rangatiratanga (respect) and whanaungatanga (relationships) to enable them to be responsive to their diverse community of learners. The philosophy is inspired by the Reggio Emilia approach, which prioritises stimulating learning environments and children's involvement in long term projects.

4 Progress since the previous ERO report

ERO's 2023 Akanuku | Assurance Review identified one key next step relating to strengthening the extent to which the curriculum acknowledged and reflected the unique place of Māori as tangata whenua. Good progress has been made with teachers making changes to their practice to now include te reo Māori and aspects of tikanga Māori, informed by professional learning and development opportunities and improvement practices. They make links to te ao Māori in children's assessment records.

Teachers are also focussing on being responsive to the cultures of children and whānau. Development of the bicultural and multicultural curriculum is ongoing.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers provide a responsive and intentional curriculum that effectively fosters children's emerging skills and developing interests.

- Teachers' intentional practices support children to develop independence, choice and emotional regulation. This enables children to actively learn alongside others and grow their social competencies.
- Children experience a literacy and language-rich environment. Teachers purposefully weave shared reading experiences, waiata and song into the curriculum and provide play experiences and a range of literacy tools for children to be creative and expressive.
- Regular excursions take place within the local community. These support children to explore and deepen their understanding of the world around them and fosters meaningful connections.
- Parents' aspirations are gathered informally to inform children's assessment. Planning records identify children's developing dispositions and skills however there is not yet a documented system to show how teachers plan for individual children's further learning, show progress overtime and evaluate the effectiveness of teaching strategies.

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

Embedded practices enable teachers' professional growth and their developing cultural capabilities.

- Teachers set useful learning goals within a growth cycle framework. Leaders work collaboratively with teachers to consider how changes made have impacted children's learning and development.
- Leaders' and teachers' engagement in purposeful learning and development opportunities promotes growth. This assists growth in both their cultural knowledge and professional capabilities which drive curriculum changes.
- Parents have opportunities to shape cultural celebrations, events, and practices within the service. This involvement is beginning to strengthen the learning community to better serve the diverse backgrounds and values of children and their families.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Shared leadership enables purposeful collaboration across the service.

- Leaderships skills are grown as responsibilities are shared across the small teaching team. This considered approach builds confidence, strengthens teamwork, and supports a consistent focus on improving outcomes for children.
- Self-review practices are informing some improvements and positive change. Knowledge of evaluation and ongoing internal evaluation practices are not yet established.
- Leaders provide effective and regular mentoring. Through reflective discussions they support teachers to make continuous improvement to their teaching practice.

Stewardship through effective governance and management | Te Whakaruruhau

Governance supports leadership to make intentional decisions to support inclusion and access and positive outcomes for all learners.

- Purposeful partnerships and relational trust enable collaboration between governance and leadership. This ensures resourcing, professional learning, working conditions and children's health and safety are well considered.
- An embedded strategic plan guides teaching, learning, and centre operations. Leadership is yet to make specific measurable goals within this that maintain a clear direction and support ongoing change.
- Governance works to remove barriers for children and their whānau, promoting access to early learning. These efforts strengthen inclusion, participation, and learner progress.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Honeybees Preschool 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?

Honeybees Preschool will include the following actions in its quality improvement planning:

- Improve planning practices to clearly document children's learning progress over time in response to parents' aspirations and include evaluation of strategies to inform ongoing teaching and learning.
- Build leaders' and teachers' understanding of evaluation and use internal evaluation to evidence changes to practice and improvements over time that positively impact on learners.

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

23 February 2026

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 2 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 6%, NZ European/Pākehā 14%, Indian 23%, Chinese 11%, Sri Lankan 9%, Korean 6%, Australian 6%, Samoan 3%, Tongan 3%, Niue 3%, Cook Island Māori 3%, other ethnic groups 14%.
Service roll	35
Review team on site	November 2025
Date of this report	23 February 2026
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, November 2023; Education Review, March 2019

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.