EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Jemmas Homebased Childcare Auckland

Profile Number: 10209

Location: Papamoa, Tauranga

1 ERO's judgement of Jemmas Homebased Childcare Auckland 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

Jemmas Homebased Childcare Auckland is one of three home-based education and care networks in a family-owned business operating across Auckland, Waikato and the Bay of Plenty. Governance and management include a general manager and team leader. Two coordinators, who are registered teachers, have been appointed in the past three years. Coordinators regularly visit children in educators' homes and provide professional guidance and support. Educators provide for up to four children at a time in their homes. The philosophy is grounded in Christian virtues with respectful relationships and links to *Te Whāriki,* the early childhood curriculum. Value is placed on fostering a love of learning through play, children's interests, routines, literacy, and involvement within the community.

4 Progress since the previous ERO report

ERO's 2021 report included three improvement actions relating to:

- closely monitoring the implementation of health and safety policies and procedures
- increasing the acknowledgement of children's cultures and languages and recognition of the specific requirements of infants and toddlers in individual curriculum records
- continuing to strengthen bicultural practices to increase children's knowledge of Māori as tangata whenua and to support success for tamariki Māori.

Good progress has been made in these areas. Regular visiting and reporting systems ensure coordinators and educators are well informed about regulatory compliance expectations and practices. Internal evaluation has been recently used purposefully to increase integration of some aspects of most children's cultures and languages into home curriculums. Infants' and toddlers' learning is now supported by individual learning plans and assessments that respond to their care needs and stages of learning. Educators are growing their understanding of *Te Whāriki* as bicultural curriculum through targeted professional development and mentoring from the coordinators. This is resulting in some basic te reo Māori and aspects of tikanga Māori being regularly integrated into learning experiences for children.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a responsive curriculum that nurtures and positively promotes their sense of belonging, wellbeing and ways of learning in well-resourced home learning environments.

- Infants and toddlers experience unhurried care and respectful responsive interactions with educators who are sensitive to their needs. Tuakana-teina relationships (younger learning from older) promote opportunities for children to develop social skills through play.
- Coordinators and educators have recently taken positive steps taken to integrate aspects of Māori, Pacific and diverse cultural values, home languages, and stories into play experiences and resourcing. This remains an area for further improvement.
- Learning focused partnerships with families are fostered through the sharing of goals for children's learning. Planning and assessment practices are well used to inform families of children's learning and progress over time.
- Intentional teaching is positively promoted through coordinators modelling good practice and providing regular mentoring to educators. Children's interests, communication, literacy and numeracy skills, and understandings of the wider world, are actively supported.

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

Coordinators and educators are well supported to grow their professional knowledge and capabilities to design a responsive curriculum for children.

- Professional learning opportunities support coordinators and educators to grow their understanding of how children learn. This is resulting in increased cultural responsiveness and a strong focus on building intentional teaching strategies to extend children's communication and literacy skills.
- A useful framework for professional growth feeds into internal evaluation priorities and strategic goal progress. Regular meetings and mentoring at all levels support sharing of new knowledge and some short-term positive impacts on children's learning are being evidenced.
- An internal evaluation process is used for improvement. Yet to be clearly known are the longer-term impacts of new teaching strategies on outcomes for individuals and groups of children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work collaboratively to promote the organisation's philosophy and values through the curriculum.

- Educators and families developed shared priorities for children's learning together. Trusting relationships promote openness to change and growth, supporting an improvement focus.
- Leaders utilise good systems to regularly reflect upon their practice. They then purposefully mentor and role model good practice for planning and assessing teaching and learning.
- Growing educators' teaching practices to support children's spoken language, literacy and cultural identities has been a recent focus for improvement. Yet to be clearly known are the full impacts of this improvement focus on outcomes for groups of children.

Stewardship through effective governance and management | Te Whakaruruhau

Governance utilises clear systems and practices to monitor each network's progress towards its strategic priorities for learning.

- Strategic goals are well aligned across all systems that promote improvement. Regular reporting and opportunities to share improvement actions supports governance understanding of progress towards broad outcomes for children.
- Decision making prioritises building leadership and curriculum knowledge. While positive steps have been taken to include aspects of Māori values into the philosophy and some leadership practices, enacting the principles of Te Tiriti o Waitangi is at an early stage.
- Governance intentionally implements strategies to reduce barriers to attendance, provide support for any additional needs and foster provision of quality curriculums in homes. Resourcing decisions enable children to have access to a wide range of books to support their early literacy and communication skills.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Jemmas Homebased Childcare Auckland 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?

Jemmas Homebased Childcare Auckland will include the following actions in its quality improvement planning:

- Build coordinator and educator knowledge of how effectively their intentional teaching strategies are impacting on improved outcomes for individuals and groups of children. This includes within assessment and internal evaluation practices.
- Grow coordinator and educator capability to plan and assess a bicultural curriculum, including working with whānau to more consistently integrate home languages and culturally relevant literacies and stories.

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

29 January 2026

9 Information About the Service

Service Type	Home-based service
Number licenced for	60 children, including up to 60 aged under 2
Ethnic composition *Using rounded percentages*	Māori 2%, NZ European/Pākehā 33%, Filipino 34%, Indian 25%, Pacific 6%
Service roll	48
Review team on site	October 2025
Date of this report	29 January 2026
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, January 2021; Education Review, May 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.