



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Jemmas Homebased Childcare Ltd 6

Profile Number: 40266

Location: Papamoa, Tauranga

1 ERO’s judgement of Jemmas Homebased Childcare Ltd 6 is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
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
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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 Ltd 6 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, 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 2023 report included two improvement actions relating to:

- working with educators to further unpack the learning outcomes of *Te Whāriki* in relation to the values and learning priorities of the service and community.
- continuing to strengthen internal evaluation to better understand how the learning outcomes of individuals and groups of children are impacted by shifts in practice.

Good progress has been made in these areas. The capabilities of educators and coordinators around the learning outcomes and children's progress over time is well evidenced in assessment information and professional growth cycle documents. Internal evaluation records show an increased understanding of learning outcomes for individuals and for some groups of children as a result of shifts in practice. This remains an area for growth to know the impact for all groups of children.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a responsive curriculum in each home that positively promotes their wellbeing, learning and development.

- Children develop social competence, independence and ideas about how things work through a play-based curriculum within well-resourced home environments.
- Literacy learning is actively promoted through a curriculum that includes a range of opportunities for children to be creative and expressive, tell stories, explore cultural resources and engage in sustained interactions with others.
- Educators and coordinators use a range of intentional teaching strategies such as describing, modelling, encouraging, and responding to children's interests and developmental stages. Assessment records show children's learning progression over time and their strong relationships with whānau.
- Educators and coordinators notice and respond to children's cues and communications with sensitivity and respect. Supportive and respectful relationships are a strength of the service.

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

Coordinators provide targeted professional learning and development that strengthens educators' reflective practice and theory-informed teaching.

- Clear processes are in place to help educators grow and improve, with regular support from coordinators. Reflection on what works informs the use of specific strategies designed to meet children's individual learning needs, including younger learners and those requiring additional support.
- Professional learning has improved educators understanding and use of *Te Whāriki* learning outcomes. Educators show confidence in planning and assessment of children's learning, with regular support being provided by coordinators.
- Recent steps have been undertaken to strengthen practices that respond to children's cultures, languages, and identity, along with a strategic goal to build bicultural practices. This is still developing.

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.

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 Ltd 6 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 Ltd 6 will include the following actions in its quality improvement planning:

- Build coordinator and educators 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 their home languages and culturally relevant literacies and stories into children's experiences.

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	Education and care service
Number licenced for	60 children, including up to 60 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 10%, NZ European/Pākehā 85%, other ethnic groups 5%
Service roll	19
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, June 2019; Akarangi Quality Evaluation, February 2023

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.