

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Newtown Early Learning Centre

**Profile Number:** 60212

**Location:** Newtown, Wellington

1 ERO's judgement of Newtown Early Learning Centre 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

Newtown Early Learning Centre is a community-based centre, governed by a parent committee. Children aged one to school age learn within a mixed-age environment. The qualified centre manager supports the teaching team. A small number of tamariki Māori are enrolled, alongside a larger number of children of diverse ethnic heritages.

## 4 Progress since the previous ERO report

The service's last Akanuku | Assurance Review report was in July 2022. The service has addressed the non-compliances from the previous report. Systems and practices are not currently in place to maintain regulatory standards.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

The service curriculum does not have the depth of *Te Whāriki*, the early childhood curriculum, to support children's progression of learning.

- Teachers are yet to fully understand how to identify and recognise children's learning and development through their assessment practices.
- There is limited visibility of children's individual languages and cultural identity evident within planning and assessment documentation, to support the diversity of children, families and local community.
- Teachers' practices enable children to participate in the curriculum alongside their peers. Infants, toddlers and young children explore and are involved in a variety of learning experiences that reflect their interests.

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

The service has not yet established the conditions to support leaders and teachers to build their professional knowledge, expertise and cultural competence to design and implement the service's curriculum.

- Teachers do not have a current professional growth cycle in place. Teachers are seeking guidance and feedback on how to improve teaching practices, share professional learning and document children's learning.
- Leaders and teachers are at early stages of working together with parents and whānau. Parents' goals for their children are not actively gathered and used to inform children's individual planning.
- Most evaluation activities are focused on what teachers and children are doing rather than how well or how effectively practices are supporting children's learning. This limits opportunities for leaders and teachers to scrutinise and improve practices.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

The service is not providing the conditions that develop leadership capability to enable quality teaching.

- Leadership is yet to mentor and coach teachers to develop their teaching capabilities and support outcomes for children.
- Those in a leadership position are not aligning resourcing to support curriculum implementation.
- Leaders are urgently required to prioritise their time to effectively fulfil their role and responsibilities.

### **Stewardship through effective governance and management | Te Whakaruruhau**

Those responsible for governance and management are yet to monitor, evaluate and report on how well the service is meeting regulatory and professional requirements.

- The implementation of policies and practices require effective and ongoing monitoring and evaluating to meet regulatory standards.
- Human resource policies and practices do not contribute to the service achieving its vision and goals.
- The governance and management team is made up of a parent committee. Regular support is provided by the board chair to the centre leader with a focus on operations.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Newtown Early Learning Centre 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 area of concern in the service relating to:

- Ensuring positive steps are taken to respect and acknowledge the aspirations of parents and whānau for their children.
- Implementing a system of regular appraisal.
- Ensuring a record of the service provider's safety check and the results is kept. As well as a detailed record of each component of the safety check.

Licensing Criteria for Early Childhood Education and Care Centres 2008, C11, GMA7, GMA7A.

## 9 Where to next for improvement?

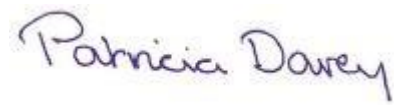
Newtown Early Learning Centre will include the following actions in its quality improvement planning:

- Leaders and teachers to develop and implement an assessment, planning and evaluation cycle that reflects the breadth and depth of *Te Whāriki*.
- Consider the balance of responsibilities of the head teacher to support teachers' professional growth.
- Build the committee's understanding of their roles and responsibilities to maintain and monitor regulatory standards.

#### 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.\*](#)



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Director of Early Childhood Education (ECE)

31 October 2024

## 10 Information About the Service

Service Type	Education and care service
Number licenced for	30 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 3%, NZ European/Pākehā 59%, Indian 9%, Filipino 6%, Taiwanese 6%, Chinese 6%, other ethnic groups 12%
Service roll	34
Review team on site	August 2024
Date of this report	31 October 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, July 2022; Education Review, January 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)*.

	<b>Above the threshold for quality</b>
Excelling	The service is excelling in the learning and organisation 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.
	<b>Below the threshold for quality</b>
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.