



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Havelock North Early Learning Centre

Profile Number: 47731

Location: Havelock North

1 ERO’s judgement of Havelock North Early Learning Centre 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

Havelock North Early Learning Centre is a privately owned service. A centre manager and owner are responsible for governing and managing the service. Children learn and play in three aged-based rooms. The values of manaakitanga, whanaungatanga and kaitiakitanga underpin the service where children can explore, discover and learn.

4 Progress since the previous ERO report

The service's first ERO review was an Akanuku | Assurance review in 2021. Since that report, significant progress has been made in addressing the key next steps to purposefully respond to the aspirations of parents, thereby enhancing individual planning and outcomes for children. The aspirations of parents are intentionally integrated into assessment, planning and evaluation of children's learning. The environment is reflective of parent aspirations. Teachers are actively seeking opportunities to engage with parents and ensure that these aspirations are clearly documented in the assessment records of the children.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Assessment documentation clearly reflects the service's philosophy and the learning outcomes from *Te Whāriki*, the early childhood curriculum.

- Teachers' understanding of pedagogy of care is responsive to children's individual needs. Care and respect are evident and contribute to the sense of wellbeing and belonging of children and their whānau.
- A range of strategies across the service foster children's social and emotional skills. These contribute to a calm, nurturing environment where children experience predictability that is responsive to their individual needs.
- Tikanga Māori and te reo Māori are visible in routines and rituals and te ao Māori is reflected in the environment. Teachers are yet to reflect all children's cultures, languages and identity in assessment and planning documentation.

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

Conditions increasingly support and enable leaders and teachers to build their professional knowledge and expertise to design a curriculum that is responsive to all children.

- Leaders and teachers continue to build their cultural competencies to inform curriculum design and decisions for children in their service. Work with Māori whānau and ongoing professional development is contributing to the visibility of te āo Māori in teaching and learning.
- Leaders and teachers work collaboratively across the service and are supported to grow their professional practice through ongoing inquiry.
- They engage in a range of relevant professional learning and development that focus on individual professional goals and service strategic priorities for learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders have a clear focus on professional accountability and collective responsibility, for the wellbeing and learning of all children in the service.

- Relational trust between leaders and teachers is demonstrated by both groups being flexible and responsive in their approaches to enhance children's learning and development. Leaders focus on developing teachers' leadership skills to enable the provision of high-quality curriculum.
- Leadership values are based on principles of equity and social justice. They actively seek ways to reduce barriers for learning for children and their families.
- Internal evaluation processes have enabled leaders and teachers to better understand how improvement actions have contributed to the service's vision, strategic direction, goals and priorities for learning. They are collaborative in the development and implementation of the service philosophy.

Stewardship through effective governance and management | Te Whakaruruhau

Leaders advocate for children and their whānau and seek external advice and guidance to progress individual children's learning and development needs.

- Leaders are improvement focused. They have a good understanding of policy reviews and the implementation of systems and processes that guides service operations.
- A range of reviews have been undertaken that are aligned to the service priorities and children's needs.
- A systematic process for internal evaluation contributes to positive shifts in aspects of practice for teaching and learner outcomes. The service is not yet identifying what individuals and or groups of children are experiencing as an impact of change.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Havelock North 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 Where to next for improvement?

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

- Continue to strengthen leaders and teachers' evaluation processes and practices in order to identify the impacts of change on individuals and/or groups of children.
- Enhance teachers' capability and knowledge to explicitly include and respond to individual children's culture, languages and identity through assessment and planning documentation.

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.](#)



Patricia Davey
Director of Early Childhood Education (ECE)

19 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	60 children, including up to 10 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 29 %, NZ European/Pākehā 61%, Filipino 3%, Australian 3%, other ethnic groups 3%
Service roll	59
Review team on site	September 2024
Date of this report	19 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review June 2021

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.