

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Massey Child Care Centre - Albany

Profile Number: 47941

Location: Albany, Auckland

1 ERO's judgement of Massey Child Care Centre - Albany 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

Massey Child Care Centre - Albany is one of two services under the same governance. A general manager works closely with a centre manager to provide leadership. The service consists of two interlinked sections, one catering for infants and toddlers and one for young children. The service's programmes include attachment-based learning and community of researchers promoting opportunities for children to engage in investigations. Learning priorities describing what matters most here include learning to learn - ako, learning to be together – whakawhananungatanga and learning to be me – māiatanga.

4 Progress since the previous ERO report

This is the first ERO review of the service.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Learning-focused partnerships are being established with parents, whānau and families to support children's learning and development in a play-based context.

- Teachers work collaboratively to maintain responsive and reciprocal relationships with parents. Whānau and parents regularly contribute to the service curriculum.
- Intentional in-the-moment teaching supports children well to experience sustained interactions with their peers. The centre's learning priorities are developed and evident in the enacted curriculum.
- Assessments show children's interests and at times their developing capabilities in relation to the goals and strands of *Te Whāriki*, the early childhood curriculum. They are yet to consider outcomes for children in relation to the learning outcomes in this curriculum.

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

Teachers' participation in relevant professional learning and development successfully supports children's learning and contributes to improvements.

- Effective strategies are in place for teachers to provide for and share learning across the two Massey childcare services, growing internal expertise.
- Leaders continue to build relational trust to enable collaborative action and improvement across the Massey services, including professional learning.
- Quality improvement practices are in the early stages of informing shifts in practice. Teachers can articulate the impact of their professional learning on outcomes for children, however they are yet to use evaluation to determine what is working well and for which children and why.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work collaboratively to enact the organisation's philosophy and learning priorities for children.

- A collaborative leadership approach effectively recognises and utilises teachers' individual knowledge and strengths.
- Leaders recognise the importance of parent and whānau voice to inform priorities for improvement. There is a deliberate intention to build wider community relationships to improve outcomes for children.
- Leaders and teachers are yet to show knowledge and understanding of evaluation to make judgements about the quality and effectiveness of their practice in terms of their contribution to outcomes for children.

Stewardship through effective governance and management | Te Whakaruruhau

Governance has embedded systems, processes and practices with a focus on improved quality provision for children.

- Children's wellbeing and learning is well considered in decision making.
- Parents, whānau and family have a range of opportunities to contribute to services decision making and to inform priorities for improvement.
- Consideration is strategically given to the provision of quality through strategies such as teacher:child ratios, space and resourcing.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Massey Child Care Centre - Albany 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?


Massey Child Care Centre - Albany will include the following actions in its quality improvement planning:

- Build collective knowledge and understanding of the purpose and use of evaluation so that leaders and teachers know what aspects of their learning and teaching practice is working, for which children and why.
- Build teachers' capability to use assessment and planning information to make children's learning visible and to identify progress and learning over time in relation to the learning outcomes in *Te Whāriki*.

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)

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9 Information About the Service

Service Type	Education and care service
Number licenced for	60 children, including up to 16 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 6%, NZ European/Pākehā 18%, Chinese 27%, Korean 9%, Asian 6%, British 6%, Mexican 6%, Pacific 3%, other ethnic groups 21%
Service roll	33
Review team on site	October 2024
Date of this report	17 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	First ERO report for the service

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.