



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Massey Child Care Centre Inc

Profile Number: 52525

Location: Palmerston North

1 ERO’s judgement of Massey Child Care Centre Inc 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

Massey Child Care Centre Inc is one of two services under the same governance. A general manager and centre manager work closely with team leaders to provide leadership. The service consists of four interlinked sections, two catering for infants and toddlers and two 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

The May 2021 report identified three improvement actions related to identifying priorities for children's learning, building internal evaluation coherency, and reporting to the governance board information regarding the quality of teaching and learning. A good level of progress is evident. The priorities for children's learning have been developed in consultation with the parents and whānau and are highly evident within the daily curriculum. They are also highly visible in some assessment of children's learning. Internal evaluation has been aligned to the learning priorities and questions are becoming increasingly focused, evaluative and inclusive of children. Layers of board reporting includes a curriculum focus; descriptive of what children are experiencing and, in some instances, learning.

## 5 Learning Conditions

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

Children experience a responsive curriculum that actively supports their exploration, inquiry and curiosity.

- Children purposefully sustain engagement with their peers, teachers and the stimulating environment. Literacy and oral language opportunities are rich and children's verbal and nonverbal cues are effectively responded to.
- Younger children experience consistent secure attachment-based learning within a free play environment, promoting a sense of belonging and trust. Nurturing and respectful interactions meaningfully guide children through care routines.
- Embedded learning-focused partnerships with parents and whānau clearly support and evidence children's learning progression over time.

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

Children’s learning and development is enhanced through leaders and teachers working as a professional learning community.

- Professional development is regularly provided and is targeted to the needs of leaders, teachers and centre wide improvement actions.
- Effective strategies are in place to provide for and share learning across the two Massey Child Care Centre’s growing internal expertise. Teachers and leaders are individually and collectively inquiring into aspects of their practice.
- Internal evaluation has led to a current focus on growing individual teacher capability, where needed, to strengthen aspects of documentation of children’s learning through mentoring and guidance.

## **6 Organisational conditions**

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

Leaders work collaboratively to enact the organisation’s philosophy, learning priorities and goals for improvement.

- Relational trust is high within the distributed leadership model supporting collaboration and improvement.
- Internal evaluation is leading to shifts in practice for teachers and some visible improved outcomes for children. It is yet to purposefully show specifically how improvement actions are impacting on individuals and groups of children.
- Leaders consistently report to the governing board inclusive of a curriculum focus. Reporting is yet to purposefully show how teaching and learning experiences are contributing to specific outcomes for individuals and groups of 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 Inc 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 Inc will include the following actions in its quality improvement planning:

- Purposefully evaluate and report on the quality of learning outcomes to deepen the understanding of the impact of improvement actions on individuals and groups of children.

### 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	130 children, including up to 40 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 8%, NZ European/Pākehā 62%, Chinese 8%, European 4%, Samoan 1%, other ethnic groups 17%
Service roll	99
Review team on site	October 2024
Date of this report	17 December 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, May 2021; Education Review, November 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)*.

	<b>Above the threshold for quality</b>
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.
	<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.