

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Besthope Early Learning Centre

Profile Number: 48058

Location: Pukekohe West, Auckland.

1 ERO's judgement of Besthope 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

Besthope Early Learning Centre is a privately owned early childhood service with a philosophy that prioritises Christian values and relationships with families. The service opened in 2021 and provides for children over two years of age. The managing director oversees daily operations, governance and leads a small teaching team to deliver the curriculum.

4 Progress since the previous ERO report

ERO's Akanuku | Assurance Report in 2023 identified a next step to improve the use of the valued learning outcomes in *Te Whāriki*, the early childhood curriculum in assessment, planning and evaluation. A good level of progress is evident. The learning outcomes are now included in children's individual learning plans and group planning. However, teachers are yet to use the learning outcomes to evaluate children's learning and progress over time.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Te Whāriki is somewhat reflected in the service's enacted and documented curriculum.

- Children's wellbeing and sense of belonging is supported by consistent teachers who know them well. They learn in a calm environment in which a largely adult-led curriculum is prioritised.
- Children experience an adequately resourced indoor environment where they do have some opportunities to explore through child-led play. There are also opportunities to learn about the local community through visits to local places of interest.
- The cultures and languages of children are acknowledged through celebrations of cultural events. Provision of a bicultural curriculum that includes use of te reo Māori and aspects of tikanga Māori is in the early stages of development.

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

Teachers need to improve their professional knowledge and understanding of ways to implement *Te Whāriki* in a play-based curriculum.

- A professional growth cycle is in place. This is yet to focus on teacher inquiry into their teaching practice or on making changes to positively impact on children's learning.
- Professional learning opportunities are available to teachers. There is evidence that some learning is influencing teachers' practices.
- Relational trust is established across the teaching team. This supports collaborative enactment of the service's values and priorities for learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service is yet to establish the conditions to develop teacher capability and practice.

- The service's leader has self-identified and is working towards strengthening their leadership capability. They are in the early stages of accessing external expertise to help them build teaching capability.
- A framework for evaluation and improvement is in place. The leader and teachers are yet to develop a collective understanding of how to do and use evaluation to improve learning outcomes for children.
- The perspectives of Pacific families are considered during cultural celebrations and festivals. The leader provides few opportunities for Māori families to voice their views or to be involved in decision-making.

Stewardship through effective governance and management | Te Whakaruruhau

The Christian values identified in the service's philosophy clearly set the direction for the service.

- The service's vision and Christian values are clearly enacted within the curriculum. This includes the wellbeing of children and families being considered in decision-making.
- The service provider is committed to sustaining small group sizes and quality adult: child ratios. Some strategies are in place to remove barriers of access and support inclusion for all children.
- Useful systems and processes have been established. Governance is yet to develop a robust process to ensure these remain informed by current early childhood theory and practice about how young children learn.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Besthope 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?

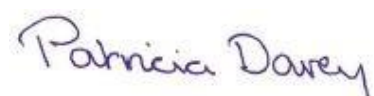
Besthope Early Learning Centre will include the following actions in its quality improvement planning:

- For the leader and teachers to deepen their understanding of ways to implement *Te Whāriki*:
 - as a play-based and child-led curriculum
 - to consistently inform assessment of children's learning.
- Use the professional growth cycle as a process to inquire into and improve aspects of teaching practice, and to evaluate the impact of changes made on children's learning.
- Continue to develop and enact a bicultural curriculum that supports Māori learners and ensures that all children grow up with an appreciation of the dual heritage of Aotearoa/New Zealand.

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)

16 December 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children over the age of 2 years
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 25%, NZ European/Pākehā 50%, Tongan 8%, Asian 50%
Service roll	12
Review team on site	November 2024
Date of this report	16 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, November 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.