

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Bell Street Early Learning Centre Ltd – Martinborough

Profile Number: 46731

Location: Martinborough

1 ERO’s judgement of Bell Street Early Learning Centre Ltd – Martinborough 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

Bell Street Early Learning Centre Ltd is one of two services under the same ownership in the southern Wairarapa region. The two owners are also the individual supervisors for each centre and oversee daily operations. They are supported by assistant supervisors who lead the curriculum. Tamariki learn within a mixed-age environment.

4 Progress since the previous ERO report

The 2021 ERO review identified three key next steps. These included:

- embedding assessment, planning and evaluation processes to reflect the languages, cultures and identities of tamariki and evaluate the effectiveness of teaching
- strengthening partnerships with parents, families and whānau Māori for them to influence decision making
- reflecting places of significance to mana whenua within the curriculum.

Good progress has been made to gather and incorporate parent and whānau aspirations into individual plans for each tamaiti, supported by clear guidance and expectations. However, the contribution of whānau is not currently sought when reviewing the centre's philosophy, values and plans.

Limited progress has been made in all other areas. Staff are currently undertaking internal evaluation on how they respond to the cultures and languages of tamariki. This is not yet complete. Leaders have attended professional learning to strengthen their knowledge of the local area. They acknowledge that this continues to be an area for improvement and ERO's evaluation affirms this.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Kaiako are developing curriculum planning, assessment and evaluation practices to better reflect the enacted curriculum and their intentional teaching and understand how these influence learning.

- Leaders can articulate the learning that is happening for tamariki. This learning is yet to be consistently documented, which hinders the ability of kaiako to evaluate the learning and progress of tamariki over time.
- The cultures and languages of tamariki are visible through the environment, centre rituals and a range of resources. However, this information, and places of significance to mana whenua, are yet to be woven through curriculum planning and assessment for learners.
- Tuakana-teina relationships are encouraged and visible in kaiako practices and interactions, particularly for infants and toddlers. Tamariki engage in ongoing dialogue with each other and intentional teaching strategies support their oral language and social competencies.

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

Leaders promote and provide learning opportunities that enable staff collaboration for ongoing improvement.

- Leaders support and encourage distributed leadership through kaiako taking on additional responsibility for areas of curriculum. This contributes to building their own leadership knowledge and capability.
- Kaiako and leaders individually and collectively take responsibility for their own professional learning and development.
- Leaders and kaiako subject their teaching practice to ongoing review and inquiry through a professional growth cycle. They ask themselves what is working, to make evidence-based changes to their practice.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Practices that develop leadership capability and support quality teaching are in place.

- Leaders continue to build relational trust within the teaching team. Systems and processes foster team collaboration to enact the organisations vision, plans and priorities for learning.
- The organisation identifies and fosters future leaders to support continuity and succession planning. Leaders and kaiako take responsibility for leading areas of the curriculum and mentoring their peers, with a strong emphasis on supporting and growing student kaiako.
- Shared understanding of evaluation for improvement continues to be built. Current evaluation processes across the service focus on what kaiako and tamariki are doing, rather than how well teaching practices are supporting learning.

Those responsible for governance and management allocate resources to promote the services philosophy, values and goals for learning.

- Leaders support initiatives that contribute to positive social and community outcomes. Many new initiatives across curriculum, policies and procedures are yet to be embedded.
- Governance and management promote a positive working environment that is conducive to supporting adult-tamariki relationships. They are beginning to identify and remove barriers to participation in learning for some tamariki.
- Leaders are yet to regularly evaluate and report on how well their strategic plan goals are being achieved, or what difference this is making to tamariki.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Bell Street Early Learning Centre Ltd – Martinborough 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?

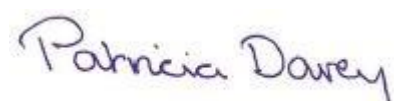
Bell Street Early Learning Centre Ltd – Martinborough will include the following actions in its quality improvement planning:

- Develop shared understandings and practices for effective curriculum planning, assessment and evaluation to make the learning of tamariki more visible and show progress over time in relation to the *Te Whāriki* learning outcomes.
- Strengthen the responsiveness of kaiako to the individual languages and cultures of tamariki, especially tamariki Māori, through curriculum planning and assessment.
- Regularly evaluate and report on strategic goals to know the effectiveness of actions taken and to inform future decision making.

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	22 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 47%, NZ European/Pākehā 47%, Australian 3%, Dutch 3%
Service roll	30
Review team on site	September 2024
Date of this report	16 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, June 2021; Akanuku Assurance Review, June 2020

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.