



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Home Grown Education

Profile Number: 46878

Location: Mangere East, Auckland

1 ERO's judgement of Home Grown Education 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

Home Grown Education is privately owned and operated. Educators provide care and education in their home for up to four children at any one time. A registered owner acts as the director and oversees governance and the daily operation of the service. They are supported by an additional coordinator who is responsible for leading the curriculum. The service's philosophy expresses an alignment to the teaching approach of Reggio Emilia and a commitment to providing learning experiences that are meaningful for children. The majority of the children attending this service are tamariki Māori or have Pacific heritage.

## 4 Progress since the previous ERO report

ERO's previous report for this service was an Akanuku | Assurance Review in 2021. There were no key next steps or areas for improvement reported. Since the last review the service has made good progress in self-monitoring their compliance against the regulatory standards.

## 5 Learning Conditions

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

Coordinators are yet to use learning outcomes from *Te Whāriki*, the early childhood curriculum, to identify priorities for children's learning and show children's learning progression over time.

- Coordinators are using some aspects of *Te Whāriki* in parts of the curriculum planning process. They are beginning to align children's learning to the strands and the goals within the curriculum document.
- Curriculum planning enables learning which promotes children's cultural connectedness, including that of tamariki Māori and Pacific children. Planning and records of children's learning show a focus on tikanga Māori and the Pacific languages.
- Educators, parents and coordinators engage in ongoing conversations which prioritise children's wellbeing and routines. The aspirations and goals that parents and whānau have for their children's learning do not yet inform the curriculum.

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

Leaders, co-ordinators and educators are in the early stages of developing their understanding on how to document children's learning.

- Leaders, coordinators and educators engage in some professional learning opportunities which align to the leaders' focus for the service. Shifts in teaching practice which impact children's learning are not yet evident.
- Mentoring conversations by coordinators with educators are at the early stages of being implemented. There is some evidence that these are beginning to focus on children and their learning.
- The service leader and coordinators are beginning to engage in professional discussions and practices which support them to grow their professional capabilities. Stronger mentorship is required to support the shifts in practice aspired to.

## **6 Organisational conditions**

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

Leaders are in the early stages of enacting aspects of the organisation's vision and priorities for improvement.

- Improvement areas are identified in the strategic plan and teachers' professional growth documentation. The system for monitoring these and ensuring shifts in practice is not yet effective.
- An internal evaluation system has been implemented in response to ERO's 2018 report. A shared understanding of this system is yet to be developed, limiting its ability to support ongoing change.
- Recent staff turnover has meant that the development of the relational trust needed to engage in collaboration for improvement is in the early stages.

### **Stewardship through effective governance and management | Te Whakaruruhau**

The priorities for improvement documented within a recently developed annual plan are not consistently actioned by the leadership team.

- Processes for monitoring coordinators, educators and the service's systems are required to ensure consistency.
- Leaders are beginning to discuss their processes for whānau engagement. Whānau have not yet been consulted when developing the vision, priorities or future plans for the service.
- Children's learning and wellbeing are beginning to be considered in decision-making.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Home Grown Education completed and *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?

Home Grown Education will include the following actions in its quality improvement planning:

- Deepen understanding of *Te Whāriki* across the team to evidence children's progression of learning.
- Use the aspirations of whānau to inform curriculum planning for individual children.
- Strengthen monitoring systems to ensure changes in practice are effective and maintained.

### 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)

27 November 2024

## 9 Information About the Service

Service Type	Home-based service
Number licenced for	60 children, including up to 60 aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 65%, NZ European/Pakeha 10%, Tongan 45%, Niue 40%, Samoan 35%, Cook Island 35%
Service roll	20
Review team on site	August 2024
Date of this report	27 November 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, March 2021; Education Review, May 2018

### 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 organisation 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.