



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Planet Sunshine Early Childhood Service

Profile Number: 45558

Location: Mangapapa, Gisborne

1 ERO's judgement of Planet Sunshine Early Childhood Service 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

Planet Sunshine Early Childhood Service is a licensed early childhood service located in ward four of Gisborne Hospital. The long-service hospital play specialist (HPS) is a registered early childhood teacher who has additional HPS qualifications. She supports daily operations of the service alongside one part-time support kaiako.

The HPS staff work with children and whānau at their bedsides, and in the activity room to minimise the challenges associated with hospitalisation. Most children stay for short periods of time.

4 Progress since the previous ERO report

ERO's 2018 review identified four key next steps. Two of these areas were related to HPS appraisal processes, and the quality of governance and management. Some progress has been made. However, limited progress has been made towards progressing the other two next steps around internal evaluation and planning for children's learning. Both of these remain as areas for ongoing improvement.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children and their whānau experience a responsive curriculum that is focused on their health and wellbeing.

- Children's daily experiences include a blend of HPS lead and child-initiated learning within the activity room, in the recently refurbished outside play space, and at their bedsides. HPS are responsive to each child's individual needs and length of stay in the hospital ward.
- Whānau perspectives are sought via formal and informal methods with some whānau members contributing to the curriculum alongside the HPS during significant Māori cultural celebrations. This supports HPS to form strong relationships with whānau that helps to prioritise children's health and wellbeing.
- Formal assessment of children's learning and emergent planning is informed by contributions from medical staff as part of a multi-disciplinary team (MDT) and the knowledge of HPS about each child's interests and strength. Documented processes are not yet consistently considering the valued learning outcomes from *Te Whāriki*, the early childhood curriculum.

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

HPS have opportunities to develop professional knowledge, expertise and cultural competencies within a hospital-based setting.

- Progress has been made to refine the professional growth cycle of HPS to now align with Teaching Council standards. Alongside this, the hospital's staff improvement framework includes setting goals and ongoing discussions with management about progress towards these.
- Internal evaluation practices remain an area for improvement. Whilst a self-review process is evident, the framework used does not yet focus on improving the quality of provision for children.
- The HPS takes responsibility for professional learning in both the early childhood education setting and hospital-based context. There is not yet information to show that participation in ongoing learning is resulting in improved HPS practices, or benefits for children's learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

HPS leadership capabilities are established and continue to be built upon to support health and wellbeing outcomes for children.

- Positive working relationships are in place between the HPS and kaiako support. This enables the sharing of relevant information that benefits children and their whānau.
- The HPS is beginning to share her knowledge with the wider HPS community. This is building a shared understanding of strategies and practices that support children's outcomes.
- The MDT and HPS work collaboratively to enact the service's vision and plans. This promotes a responsive hospital-based experience for children and their whānau.

Stewardship through effective governance and management | Te Whakaruruhau

Children's health and wellbeing are primary considerations in resourcing and decision-making.

- Effective communication systems are established between the HPS and hospital governance and management. This results in open communication, professional learning opportunities for HPS staff and supports decision-making that prioritises and benefits children and their whānau.
- Governance and HPS work collaboratively with MDT and other relevant internal and external agencies. This contributes to broader positive health and social outcomes for children and their whānau.
- A strategic plan, mission and vision statements have been developed to identify the service's priorities. These are yet to be reviewed, monitored or evaluated.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Planet Sunshine Early Childhood Service 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 Areas of Concern

ERO found an area of concern in the service relating to:

- A written procedure for safety checking of all children's workers before employment or engagement of the worker commences that meets the safety checking requirements of the Children's Act 2014 and maintaining documented records of all safety checks and the results.
- A documented annual plan that identifies 'who' in relation to key tasks the service intends to undertake each year, and how key tasks will have regard to the Statement of National Education and Learning Priorities (NELP).

Licensing Criteria for Hospital-based Education and Care Services 2008, GMA7A, GMA8.

9 Where to next for improvement?

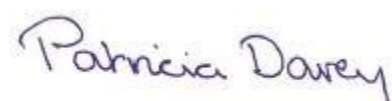
Planet Sunshine Early Childhood Service will include the following actions in its quality improvement planning:

- Improve assessment and planning documentation to focus on and include the valued learning outcomes in *Te Whāriki*, the New Zealand early childhood curriculum.
- Build an understanding of the difference between self-review and evaluation and use an evaluation process to guide improved curriculum and operational practices across the service.
- Build mentoring connections with the HPS national leadership group to support ongoing positive change for children and their whānau in a hospital-based context.

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)

23 December 2024

10 Information About the Service

Service Type	Hospital-based service
Number licenced for	11 children, including up to 5 aged under 2
Percentage of qualified teachers	100%
Service roll	National roll
Review team on site	September 2024
Date of this report	23 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, June 2018; Education Review, April 2016

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 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.
	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.