



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Millie's House Waiwhetu

Profile Number: 60316

Location: Lower Hutt

1 ERO's judgement of Millie's House Waiwhetu 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

Millies House Waiwhetu is one of 14 services owned by Childcare & Learning Group (NZ). Purchased in July 2021, the service has two learning spaces which provide education and care for different age groups of children. A centre manager oversees the day-to-day running of the service, supported by a regional manager. Since the previous ERO evaluation there has been significant staff changes including leadership. The priorities of learning for the service are to make 'meaning in the natural world, social and emotional, language of learning and believe in myself'.

4 Progress since the previous ERO report

Good progress has been made on the three improvement actions from the May 2021 ERO report. Under the new ownership, the service has engaged with parents and whānau to review the service's philosophy and to develop learning priorities. The learning priorities are actively seen through the curriculum design, intentional teaching and assessment for learning. A range of systems and processes are in place to support high quality teaching and learning.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children are well supported to learn through play and become confident and competent learners.

- Teachers are highly attuned to children's interests, strengths and abilities. They provide an environment where independence is encouraged, children lead their own learning, and oral language is prioritised.
- Infants and toddlers experience a calm, unhurried and welcoming environment. They are well supported to explore and learn through a range of play opportunities and age-appropriate resources.
- Planning and assessment for individual children's learning shows progress over time against *Te Whāriki*, the early childhood curriculum learning outcomes. Parents' goals for their children are not visible through these processes.

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

Leaders are establishing conditions to support the teaching team to build their professional knowledge and practice.

- All staff are mentored through a personalised professional growth cycle. Teachers are accountable for progressing their practice against their individual learning goals.
- Relevant professional learning and development aligns to the service priorities of learning and the philosophy. As a result, teaching practices are strengthened and shared across the team.
- The service is yet to build teacher capability to clearly identify the impact of professional learning and teaching strategies on outcomes for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders foster a collaborative approach to building teachers' capabilities and enacting the service priorities.

- Leaders purposefully build the team's understanding and use of strategies to build children's social and emotional competence.
- A strong focus on building relational trust enables a shared approach to improvement.
- Leaders undertake regular reviews of relevant aspects of the curriculum and health and safety to better support decision making. A good understanding of aspects of evaluation is evident and leaders continue to build their knowledge of effective internal evaluation.

Stewardship through effective governance and management | Te Whakaruruhau

Systems and processes are embedded to refine and implement strategic priorities and promote organisational sustainability.

- Recruitment and induction of new teachers is an ongoing focus. Well-developed systems are implemented to support these teachers, including overseas trained teachers, to build their understanding and capability to implement *Te Whāriki*.
- Regular leadership meetings support policy review and implementation of consistent health and safety practices across the organisation.
- Organisation-wide curriculum guidelines to build shared expectations and support consistent planning, assessment and evaluation practices, are not yet in place.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Millie's House Waiwhetu 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?

Millie's House Waiwhetu will include the following actions in its quality improvement planning:

- Intentionally gather parent and whānau goals for their children's learning to inform curriculum planning and assessment for individual children.

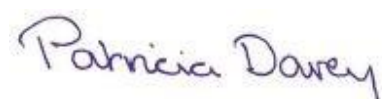
Childcare & Learning Group will include the following actions in its quality improvement planning:

- Develop and implement effective guidelines outlining clear processes for planning, assessment and evaluation of children's learning that meet the expectations of *Te Whāriki*.
- Strengthen the evaluative aspects of the organisation wide professional growth cycle to promote teachers understanding of how well changes to their teaching practice are improving outcomes for learners.

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)

14 January 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	41 children, including up to 11 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 6%; NZ European/Pākehā 49%; Samoan 2%; Tongan 2%; Niuean 1%; Indian 16%; European 7%
Service roll	44
Review team on site	October 2024
Date of this report	14 January 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, May 2021; Education Review, June 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)*.

	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.