

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: First Years Richmond

Profile Number: 65412

Location: Nelson

1 ERO's judgement of First Years Richmond 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

First Years Richmond is a community-based, non-profit service. It has been operating for over thirty years and is governed by a parent board. A manager, who is also the service provider, is responsible for daily operations and compliance with regulatory standards. A team leader oversees curriculum in the service.

4 Progress since the previous ERO report

Limited progress has been made in relation to the key next steps from the 2022 ERO report. These were in relation to increasing the visibility of how teachers are responding to parent's aspirations in documentation and involving whānau Māori in the development and implementation of the local curriculum. Parent aspirations are not yet consistently gathered or responded to. Leaders and teachers have established a connection with mana whenua, and a local pūrākau has been explored and made visible in environment. The service has not yet explored ways to involve whānau Māori in the design of the local curriculum.

Recurrent non-compliance with the *Licensing Criteria for Early Childhood Education and Care Centres 2008*, have been identified since 2021. Governance, management, and teachers are required to understand and maintain the licensing criteria and keep consistent compliance records to ensure children's safety.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service has limited information about children's increasing capabilities in relation to the learning outcomes of *Te Whāriki*, the early childhood curriculum.

- There are no clear expectations for curriculum design and implementation of assessment, planning and evaluation for individual children. As a result, documentation for children's learning in relation to the learning outcomes is limited.
- Teachers use a range of strategies to support children's growing social and emotional competence. Infants and toddlers' communication is supported through teachers interpreting and extending their verbal and non-verbal communication.
- Curriculum priorities have been developed and connected to the learning outcomes from *Te Whāriki*. However, they are yet to be visible in documentation for children's learning.

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

The service is establishing the conditions to support leaders and teachers to build their professional knowledge, expertise, and cultural competence.

- Leaders and teachers have opportunities to build their professional knowledge. They are beginning to inquire into aspects of their practice.
- A professional growth cycle process has been recently developed to guide teachers with their professional learning. Guidelines for this process are yet to be developed.
- The purpose and use of evaluation is not well understood. The focus is more on review which limits opportunities to scrutinise practice.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service is establishing the conditions to develop leadership capability to support teaching.

- There has been a recent appointment of a new team leader; the role of the team leader is currently under review. The current purpose of the role is to oversee curriculum in the service.
- Leaders are taking steps to build relational trust to enable collaboration. They are at an early stage of enacting some aspects of the service's vision, plans, and priorities.
- A system for maintaining and monitoring compliance with regulatory requirements is yet to be developed.

Stewardship through effective governance and management | Te Whakaruruhau

The service is establishing processes for consulting with parents, whānau, and families about the vision, plans, and priorities for improvement.

- A board of trustees has responsibility for governance of the service. All current board members are parents of children in the centre.
- A strategic plan (Feb 2024- Feb 2026) was recently developed with team, board, and wider whānau.
- A system for monitoring and reporting on progress of the strategic plan, that enables the board to know the impact of initiatives, is not yet in place.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of First Years Richmond 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 Areas of Concern

ERO found areas of concern in the service relating to:

- Adults carrying out each type of relevant emergency drill with children (as appropriate) on an, at least, 3-monthly basis.
- Ensuring daily checks to equipment, premises and facilities for hazards to children are consistently completed in the outdoor area, and that hazards to the safety of children throughout the service are eliminated, isolated or minimised and actions are documented.
- Records of excursions undertaken including all required aspects, including location and names of children involved, and approved adult to child ratios for the excursion being adhered to at all times.
- A record being kept of all illnesses that occur at the service.

Licensing Criteria for Early Childhood Education and Care Centres 2008; HS8, HS12, HS17, HS27.

9 Where to next for improvement?

First Years Richmond will include the following actions in its quality improvement planning:

- Develop guidance that provides clear expectations and consistency for assessment, planning, and evaluation of children's learning.
- Build the collective capability of teachers to use the learning outcomes in *Te Whāriki* to show children's individual learning progress and developing capabilities in learning documentation.
- Develop and implement quality assurance systems to consistently monitor compliance with regulatory standards and associated licensing criteria.

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)

11 December 2024

10 Information About the Service

Service Type	Education and care service
Number licenced for	37 children, including up to 7 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition Using rounded percentages	Māori 30%; NZ European/Pakeha 56%; other ethnic groups 22%
Service roll	55
Review team on site	September 2024
Date of this report	11 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, November 2022; Akanuku Assurance Review, June 2021

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.