



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Millie's House – Armagh St

Profile Number: 47700

Location: Christchurch

1 ERO's judgement of Millie's House – Armagh St 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 – Armagh St is one of 14 services owned by Childcare & Learning Group (NZ). The service has five 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 and operations manager. The service has undergone significant staff changes, including leadership, since the previous review. The philosophy is based on manaakitanga, wellbeing, whanaungatanga, early literacy and numeracy and bicultural partnership.

## 4 Progress since the previous ERO report

The 2021 ERO report identified two improvement actions related to the curriculum. Limited progress has been made.

The visibility of children's languages and cultures through teaching and learning and documented curriculum processes continues to require strengthening. An internal evaluation in the under-twos team has affirmed this. Learning environments have some connections to the cultures of the children attending and some events are celebrated. The recent gathering of children's cultural and language information is yet to be reflected through children's learning records.

Parents have had some opportunities to contribute to the review of the philosophy, recent internal evaluation, policies and share goals for their children. However there has been little consultation with the local community about what learning matters most in the service.

## 5 Learning Conditions

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

The service is developing a responsive curriculum to reflect the priorities of children and their whānau.

- A key teacher approach has been recently implemented where a teacher is assigned to each child. This intends to improve the partnership with families and support transitions into the service.
- Some leaders and teachers are developing confidence to use te reo Māori and integrate aspects of tikanga Māori within routines. They are taking steps to strengthen practices to respond to children's cultures and languages to enhance a sense of belonging.
- Children play well with and alongside others, supported by attentive teachers who promote early literacy, oral language, sensory play and social and emotional skill development. The learning environments are intentionally designed to support age-appropriate, sustained individual and group play.

### 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.
- There are clear expectations that teachers undertake relevant professional learning aligned to the organisation's vision and values to build their understanding and capability of *Te Whāriki* the early childhood curriculum.
- 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

A collaborative, improvement-focused leadership team has embedded the conditions to support quality teaching.

- 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.
- Leaders are taking steps to build relational trust to enable collaboration and improvement.
- A review of the service's strategic plan is leading to changes in processes and practices to enable stability through significant staff changes.

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 implementing 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 – Armagh St 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 – Armagh St will include the following actions in its quality improvement planning:

- Strengthen the visibility and response to children's cultures, languages and identities in individual assessment documentation.

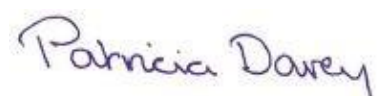
Childcare & Learning Group will include the following actions in its quality improvement planning:

- 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	100 children, including up to 42 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 7%; NZ European/Pākehā 60%; Samoan 0.33%; Indian 8%
Service roll	100
Review team on site	October 2024
Date of this report	14 January 2025
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

### 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 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.
	<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.