



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Lets Grow Early Learning Centre

Profile Number: 46371

Location: Raglan, Waikato

1 ERO’s judgement of Lets Grow Early Learning Centre is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
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
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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

Lets Grow Early Learning Centre is a privately owned, purpose-built all-day education and care service. Children learn across three different aged-based areas, with younger and older children having their separate outdoor playgrounds. A centre manager oversees the daily operations, governance and leads the teaching team.

4 Progress since the previous ERO report

ERO's 2021 report identified two improvement actions. The first improvement action related to respecting and acknowledging the aspirations of parents and whānau for their children. The second improvement action was to increase the range of opportunities for children to be confident in their own culture and to understand and respect other cultures.

Good progress has been made to strengthen individual planning and respond to children's individual learning priorities. Teachers are working towards collaborating with whānau to ensure planning aligns to their aspirations for their child's learning. Children's cultures and languages are responded to, to some extent, in assessment where teachers document learning in their own home languages.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children benefit from a well-resourced play-based environment that supports their ongoing learning and development, reflective of the service's philosophy.

- The natural, calm learning environments are strongly founded in the centre's values of whanaungatanga, manaakitanga and kaitiakitanga. Respectful teaching practices support children's social competence, agency and independence, and individual needs.
- Relationships with parents and whānau are well embedded and parent's aspirations are gathered and responded to in teachers' planning for individual children. Ongoing communication with parents supports children's wellbeing and sense of belonging.
- Outcomes for children's learning are identified in children's individual learning plans and show their progression of learning over time. Teachers continue to grow a shared understanding of evaluation and the effectiveness of their teaching strategies in relation to the valued outcomes in *Te Whāriki*, the early childhood curriculum.

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

Distributed leadership practices ensure that all teachers are continuing to build their professional knowledge, expertise and cultural competence to design a curriculum that is responsive to children.

- There are opportunities for teachers to engage in professional learning to grow their knowledge of how children learn. They are yet to evaluate the impact of professional learning on any improvements made to planning and assessment or specific outcomes for learners.
- A review process is in place that includes changes made to teacher practices and the learning environment. Leaders and teachers need to strengthen their knowledge and understanding of the purpose and use of internal evaluation for ongoing improvement, in relation to the learning outcomes in *Te Whāriki*.
- Teachers use a collaborative approach to build their cultural competence to provide a responsive curriculum for all children. This continues to be an area for growth.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership has embedded the conditions to build relational trust that enable collaboration for improvement with teachers.

- Leadership practices provide opportunities for mentoring that builds shared understandings and the capabilities of qualified and unqualified teachers.
- A useful process for review of systems and practices, policies and procedures is well-embedded, prioritising the health and safety of children at the service.
- Children's learning and wellbeing are well-considered in resourcing and decision-making.

Stewardship through effective governance and management | Te Whakaruruhau

The service's vision, plans and priorities for improvement for children's learning and wellbeing are prioritised, supporting positive outcomes for children and whānau.

- Governance provides well-resourced environments, and adult: child ratios that support children's developing capabilities. This includes some strategies to remove barriers for children's participation.
- A high trust model supports collaboration between the centre manager and governance.
- A strategic plan is in place that includes centre priorities to support decision-making that is becoming more informed by ongoing evaluation for improvement.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Lets Grow Early Learning Centre 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?

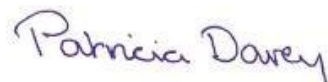
Lets Grow Early Learning Centre will include the following actions in its quality improvement planning:

- Build teacher knowledge and a shared understanding of the purpose and use of internal evaluation to show the progress of children's learning over time.
- Strengthen teachers' capability to undertake assessment, planning and evaluation that effectively considers learning outcomes that align with children's dispositional learning.

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)

5 February 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	80 children, including up to 14 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition Using rounded percentages	Māori 8%, NZ European/Pākehā 92%, Dutch 7%, other ethnic groups 24%.
Service roll	89
Review team on site	September, 2024
Date of this report	5 February 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, January 2021; Education Review, May 2019

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.