



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Growing Learners Childcare and Preschool

Profile Number: 46594

Location: Clendon Park, Auckland

1 ERO's judgement of Growing Learners Childcare and Preschool 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

Growing Learners Childcare and Preschool is a privately owned service. The owner/centre manager is a qualified early childhood teacher, who mentors and supports a team of qualified and unqualified teachers. The philosophy is based on the whakatauki, “Ehara taku toa i te toa takitahi engari he toa takitini. I come not with my strengths but bring with me the gifts, talents and strength of my family, tribe and ancestors.”

4 Progress since the previous ERO report

There has been good progress towards key next steps identified in ERO's 2021 report. These related to building teachers' shared understandings of how to undertake internal evaluation and also how to respond to the strengths and interests of children, including in assessment records. Individual planning now includes some intentional and dispositional learning. There is some use of the outcomes in *Te Whāriki*, the early childhood curriculum, in planning, assessment and teachers' professional growth cycles. However, there is still variable understandings of how to respond to individual children and assessment is focused more on what children are doing rather than what they are learning. Internal evaluation and other quality assurance systems and processes shows variable focus in evaluating and monitoring outcomes for children.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service is beginning to reflect aspects of *Te Whāriki* in a play-based learning environment.

- Children's oral language development is supported with intentional teaching strategies. They access a range of adult and child-initiated experiences.
- A range of teaching strategies support children's social and emotional development and those with additional learning needs benefit from flexible approaches. Inclusion of cultures and languages is reflected in the curriculum through visual wall displays and use of children's home languages.
- Planning and assessment practices are yet to consistently recognise and respond to children's developing capabilities and dispositional learning. There is variability of teacher understanding in documenting children's learning, including use of the valued learning outcomes of *Te Whāriki*.

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

Leaders and teachers are continuing to develop cultural and professional knowledge to implement a responsive curriculum.

- Leaders and kaiako are taking steps to improve te reo Māori and to integrate tikanga Māori into the curriculum.
- Teachers' professional growth cycles are child-focused and support some positive outcomes for children. These are yet to capture shifts and growth in teaching practice.
- Ongoing professional learning and development is yet to reflect teachers' new knowledge or contribute to improved curriculum planning for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are building capability to monitor and evaluate the impact of systems and processes in relation to learning outcomes for individual and groups of children

- Leaders are at the early stage of enacting some aspects of the service's philosophy, vision and improvement plans. The internal evaluation process is yet to be used to evaluate outcomes for individuals and groups of children.
- Systems and processes are in place to support centre operations. These are yet to be streamlined to show how leaders and teachers monitor and evaluate children's learning and progress.
- Leaders collaborate with teachers in regular meetings and encourage reflection about children's learning. They are yet to focus more in-depth on how children learn using a credit-based approach.

Stewardship through effective governance and management | Te Whakaruruhau

The service is continuing to build on positive outcomes for children.

- Governance prioritises inclusion of all children and their learning and wellbeing are considered in resourcing and decision-making.
- Governance provides the conditions that promote a long standing and stable teaching team. Teachers' wellbeing is fostered and promoted through some equitable initiatives.
- Governance and leadership share aspects of the service's vision and plans with parents. Whilst there is regular communication and supporting partnerships with families, they are yet to be involved in determining the service's priorities for improvement.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Growing Learners Childcare and Preschool 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?

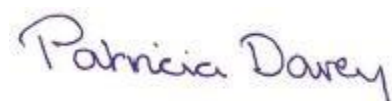
Growing Learners Childcare and Preschool will include the following actions in its quality improvement planning:

- Leaders and teachers to build a shared understanding of the breadth and depth of *Te Whāriki* to:
 - promote positive outcomes for all children through credit-based practices
 - strengthen the use of learning outcomes in curriculum design and assessment practices
 - implement a planning cycle that notices, recognises and responds to children's learning in a play-based curriculum.
- Streamline systems and processes to better monitor and evaluate the learning outcomes for individuals and groups of children.

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)

21 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	25 children, including up to 5 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 33%, Samoan 45%, Tongan 8%, Indian 4%, Vietnamese 4%, Filipino 4%
Service roll	24
Review team on site	September 2024
Date of this report	21 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, June 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.