



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Weymouth Early Discoveries Centre

Profile Number: 45806

Location: Auckland

1 ERO's judgement of Weymouth Early Discoveries Centre 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

Weymouth Early Discoveries Centre is one of three services governed by the Early Discoveries Charitable Trust. A recently appointed general manager works closely with an operations manager and teaching consultant. As the senior management team, they are responsible for the operations, administration and curriculum leadership of services. They regularly report to the Trust board, and support centre managers and leaders to implement day-to-day processes and procedures.

Staff are ethnically diverse and reflect the heritages of children enrolled. Almost all children are of Māori or Pacific heritages. The philosophy is based on Christian values and inclusion. The centre is purpose-built and has separate learning areas for the different age groups of children.

4 Progress since the previous ERO report

Good progress has been made towards the improvement actions noted in ERO's 2021 report. Documentation shows leaders have planned and implemented strategies to support improvement. They have strengthened learning-focused partnerships with whanau to enable children to lead their own learning and to set goals. Leaders can articulate the approaches taken, where they are currently at, and what they plan to do next and why.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Leaders provide clear curriculum expectations and guidance to support teachers' shared understanding of assessment, planning and evaluation aligned to the learning outcomes in *Te Whāriki*, the early childhood curriculum.

- Leaders and teachers have well-developed processes to implement and assess a play-based curriculum that is inclusive of the diverse learning needs of all children. There is variability in how well evaluation is used to identify shifts in teaching practices and resulting impacts for children.
- Children have opportunities to explore their environment, make choices and be curious. Creativity is encouraged and investigated through the arts, science, mathematics and literacy learning.
- Relationships and friendships are supported through teachers supporting children's growing social and emotional competency. Celebration of cultural events, communication strategies, and use of home languages are valued to affirm children's identity.

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

Leaders and teachers are continuing to build their professional knowledge, expertise and cultural competence to design and implement a curriculum that is responsive to most children.

- Leaders and teachers have access to relevant professional learning to support improvement. They have yet to evaluate the impact of their professional learning on improvements to teaching practice or outcomes for learners.
- Teachers intentionally use te reo Māori and tikanga Māori practices. These are reflected throughout curriculum documentation, teachers' practice and the learning environment.
- The service's values of respect, kindness, diversity and inclusion underpin teachers' interactions with children and whanau. Teachers know children well in the context of their home and community.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

A high level of relational trust enables collaboration and drives improvement.

- Leaders create conditions that support professional accountability and collective responsibility for the wellbeing and learning for children in their services. They develop internal expertise and grow teachers' leadership capability.
- There is a shared understanding of the group's philosophy, goals and priorities for children's learning. The strategic plan and policies acknowledge Te Tiriti o Waitangi as a fundamental principle, which leaders and teachers include in their professional practices.
- Leaders are advocates for children and social justice. They have yet to report on outcomes for specific groups of children.

Stewardship through effective governance and management | Te Whakaruruhau

Governance decision-making prioritises children's learning and wellbeing as the primary considerations in allocating resources and determining the strategic direction of this group of services.

- Children with additional needs are well supported to learn inclusively alongside their peers through positive partnerships with parents and external agencies.
- Well-established human resource practices promote the recruitment, selection and retention of well-qualified leaders and teachers.
- Leaders continue to build leaders' and teachers' capability to do and use evaluation for improvement.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Weymouth Early Discoveries 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.

Licensing Criteria for Early Childhood Education and Care Centres 2008

8 Where to next for improvement?

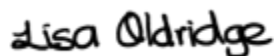
Weymouth Early Discoveries Centre will include the following actions in its quality improvement planning:

- Leaders have self-identified strengthening assessment documentation to include children's cultural ways of knowing and learning to support children's identity as learners.
- For leaders and teachers to monitor and evaluate the impact of professional learning on improvements to teaching practice and how these changes have influenced children's wellbeing and learning.
- Strengthen the groups' collective understanding of how to use internal evaluation to drive improvement and to know about impacts and outcomes for 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.](#)



Lisa Oldridge
Director of Early Childhood Education (Acting)

10 March 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	74 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 31%, Cook Islands 23%, Samoan 20%, Tongan 9%, Indian 5%, NZ European/Pākehā 3%, other ethnicities 9%
Service roll	61
Review team on site	September 2024
Date of this report	10 March 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, April 2021; Education Review, May 2016

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.