



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Y Kids Community Early Childhood Centre

Profile Number: 55460

Location: Gisborne

1 ERO's judgement of Y Kids Community Early Childhood 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
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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

Y Kids Community Early Childhood Centre provides education and care for tamariki aged under 1 year of age through to those transitioning to school. YMCA management provides business support for the centre, and the general manager education provides oversight for three services in the Gisborne area. A support team leader is providing support to the acting team leader and recently returned team leader to upskill leaders and kaiako in aspects of teaching, learning and the curriculum. There have been some staffing changes since the previous ERO review.

4 Progress since the previous ERO report

The 2018 ERO review identified three key next steps for improvement. Promoting consistent, high-quality assessment and planning; strengthening the appraisal system; building teacher understanding and use of internal evaluation to identify what is going well and what more needs to be done to promote positive outcomes for children.

The support team leader identified areas for improvement within assessment and, alongside additional team leaders and kaiako, recently led an internal evaluation on assessment, planning and evaluation. Whilst being improvement focused, limited progress has been made and leaders have self-identified this is an area that continues to require strengthening.

Good progress has been made with strengthening the appraisal system. Each kaiako and leader has a professional growth cycle that has recently been re-established. Leaders and mentors provide regular guidance and expectations that kaiako take responsibility for their own learning. Kaiako and leaders could talk to the outcomes for tamariki, but it is too early to see documented evidence of this.

Leaders and kaiako are working with an external provider to continue to build their knowledge of how to do and use internal evaluation for improvement. Limited progress has been made and leaders have self-identified they are at the beginning stages of this journey.

This is the third consecutive ERO report to identify assessment and planning, and internal evaluation as improvement actions. These areas are priorities for the service to action.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Leaders and kaiako are establishing the conditions to provide an intentional curriculum to support the learning and development of tamariki which is still in the early stages of development.

- There has been a recent focus on assessment practices and expectations to capture learning for tamariki. Learning assessments do not yet consistently evidence what they are individually learning over time.
- Te reo Māori, waiata and tikanga Māori are visible within kaiako day-to-day practices, alongside kaiako beginning to respond to the language, culture and identity of tamariki through written assessments. Leaders have self-identified the bicultural curriculum and visibility of the home languages of tamariki are areas to strengthen.
- Kaiako model respectful practices and social competency to support tamariki to be resilient and show respect for their environment, themselves and their peers. Infants and toddlers experience a curriculum where their needs, preferences and communication skills are supported and responded to.

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

Leaders and kaiako work collaboratively on a range of emergent and planned reviews that are beginning to contribute to the improved changes in the service curriculum and environment.

- Recent professional learning and development has been provided that responds to identified centre and tamariki needs. Leaders and kaiako are yet to evaluate the impact of professional learning on shifts in practice and outcomes for learners.
- It is too early for leaders and kaiako to fully evaluate the impact of the shifts in practice on outcomes for tamariki, resulting from the re-established professional growth cycle.
- Leaders and kaiako are using the *Ngā Aronga Whai Hua: Improving Quality in Early Childhood Education* framework to guide their reviews. The teaching team are at the beginning stages of using this and are continuing to build their knowledge and understanding of effective internal evaluation for improvement.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders continue to build relational trust that enables collaboration and contributes to improvement.

- Leaders promote a shared understanding of the service's philosophy, vision and priorities for the learning of tamariki. A recent review was undertaken on priorities for learning and these are highly evident within teaching practices, the environment and assessment and planning for tamariki.
- An experienced team leader works closely with leaders and kaiako to build and grow their knowledge and capabilities in the enacted curriculum, professional growth cycles, and assessment, planning and evaluation. The reporting of areas to improve and reviews undertaken show they are improvement focused.
- A range of professional learning and development has been provided to support the professional knowledge of kaiako in assessment for learning and teaching practice, to strengthen the curriculum for tamariki.

Stewardship through effective governance and management | Te Whakaruruhau

Those in governance and management are considering the learning and wellbeing of tamariki in resourcing and decision making of this service.

- Management actively supports the provision of equitable access and participation through inclusion of tamariki and their whānau.
- Governance advocate for tamariki and their whānau using the wider YMCA organisation external support services and networks. This promotes broader educational and social outcomes for tamariki and their whānau.
- There has been a strategic focus by management to support and build leader and kaiako capability within the service and across the organisation. Changes implemented are contributing to increased staff well-being, working conditions and morale.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Y Kids Community Early Childhood Centre completed and *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?

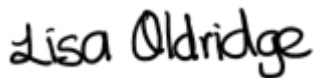
Y Kids Community Early Childhood Centre will include the following actions in its quality improvement planning:

- Strengthen planning and assessment for individual children's learning to include specific teaching strategies to progress the learning of tamariki over time.
- Use assessment information to evaluate the effectiveness of those strategies to progress children's learning and development over time.
- Build team capability in the delivery of a rich bicultural curriculum including the home languages of tamariki.

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
Acting Director of Early Childhood Education (ECE)

3 March 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	35 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition Using rounded percentages	Māori 46%, NZ European/Pakeha 14 %, English 14%, Indian 11%, Dutch 5%, South African 5%, African 3%, American 3%, Bangladesh 3%, Korean 3%
Service roll	37
Review team on site	November 2024
Date of this report	3 March 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, October 2018; Education Review, May 2015

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.