



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Green Street Early Learning Centre

Profile Number: 83030

Location: Mosgiel

1 ERO's judgement of Green Street Early Learning Centre is as follows:

| Domains: Ngā Akatoro   | Below the threshold for quality |                 | Above the threshold for quality |           |
|--|---------------------------------|-----------------|---------------------------------|-----------|
| The learner and their learning<br>He Whāriki Motuhake  | Improvement required            | Working towards | Embedded                        | Excelling |
| Collaborative professional learning and development builds knowledge and capability<br>Whakangungu Ngaio | Improvement required            | Working towards | Embedded                        | Excelling |
| Leadership fosters collaboration and improvement<br>Kaihautū   | Improvement required            | Working towards | Embedded                        | Excelling |
| Stewardship through effective governance and management<br>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

Green Street Early Learning Centre is a community-based service governed by a parent committee. A centre manager oversees day-to-day operations supported by two head teachers and teaching teams. Individual programmes for older and younger children operate from two houses connected by a spacious outdoor area. The philosophy values relationships, high-quality learning environments for children to explore, discovery and being courageous.

## 4 Progress since the previous ERO report

The 2022 Akanuku Assurance Review identified non-compliance with aspects of the *Licensing Criteria for Early Childhood Education and Care Services 2008*. These have been addressed. There are now sound systems and processes that continue to support the service to maintain compliance.

## 5 Learning Conditions

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

Children experience a responsive curriculum that reflects the depth and breadth of *Te Whāriki*, the early childhood curriculum.

- Teachers support children of all ages well to develop their knowledge, skills, attitudes and understanding of the world around them. They give prominence to the service's identified priorities for learning including risk taking, developing social competence and being confident self-directed learners who are curious and creative.
- Teachers are responsive to children's developing oral language and literacy, and use a range of strategies to develop children's communication skills. This includes the use of sign language with infants and toddlers.
- Assessment documentation shows teachers responding to parents' aspirations and making children's learning progress clearly visible. Teachers use the learning outcomes in *Te Whāriki* through planning but are yet to explicitly align these to the service's local curriculum priorities.

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

Well-established organisational conditions support and enable leaders and teachers to build their professional knowledge and expertise to design and implement a rich curriculum.

- Clear procedures and expectations are in place to support teachers' professional growth. Experienced leaders provide feedback to teachers through a range of tools and resources designed to guide teacher inquiry.
- Leaders and teachers access regular professional development and learning that supports ongoing improvement. A generous budget is allocated for professional learning by the parent committee.
- Children have some opportunities to see and hear te reo Māori. Teachers continue to build their capability to deliver a bicultural curriculum which reflects the local histories and places of significance for mana whenua.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leaders and teachers work collaboratively to enact the service's mission, plans and priorities for improvement.

- A well-established and long-standing management team are building a high level of relational trust which supports collaboration and improvement. They support and grow teachers' professional practice through regular coaching and mentoring.
- There is a good understanding of some quality improvement systems and processes such as teacher inquiry, research, reflection, review and monitoring.
- Some evaluation activities are in-depth and contribute to improvement. Capability in evaluation processes is still developing across a number of areas of professional practice.

### **Stewardship through effective governance and management | Te Whakaruruhau**

Children's learning and wellbeing are considered through all aspects of strategic decision making.

- Regular reporting from the management team provides committee members with ongoing monitoring of the strategic priorities to inform resourcing decisions.
- Defined roles and responsibilities for key positions on the committee support the induction of new members into their roles, providing smooth governance transitions.
- The service works collaboratively with external agencies to support broader educational and social outcomes for children and their whānau.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Green Street 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?

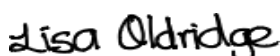
Green Street Early Learning Centre will include the following actions in its quality improvement planning:

- Align the service's identified learning priorities with the learning outcomes from *Te Whāriki*.
- Leadership to continue to build capability to do and use internal evaluation for improvement.
- Identify what is working, or not, and for whom through a range of practices including professional growth cycles, internal evaluation, assessment documentation and reporting to governance.

### 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)

13 March 2025

## 9 Information About the Service

|  |  |
|--|--|
| Service Type   | Education and care service   |
| Number licenced for  | 59 children, including up to 24 aged under 2                           |
| Percentage of qualified teachers   | 100%   |
| Ethnic composition<br><i>Using rounded percentages</i>   | Māori 18%, NZ European/Pākehā 69%, Fijian 2%, other ethnic groups 13%  |
| Service roll   | 80   |
| Review team on site  | November, 2024   |
| Date of this report  | 13 March 2025  |
| Most recent ERO report (s)<br>These are available at<br><a href="http://www.ero.govt.nz">www.ero.govt.nz</a> | Akanuku   Assurance Review, June 2022; Education Review, February 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)*.

|                      |   |
|----------------------|---|
|                      | <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.                                  |