

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Gladstone Park Early Childhood Centre

**Profile Number:** 10044

**Location:** Auckland

1 ERO's judgement of Gladstone Park 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

## 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

Gladstone Park Early Childhood Centre is one of two services governed by The Village Square Trust. A long serving chief executive officer has been given levels of authority to make decisions about resourcing allocation. She works closely with the manager of education and childcare services to implement operations and management.

The service has experienced significant changes with a high staff turnover during the last four years. The manager leads the newly established teaching team of both experienced and provisionally registered teachers and learning assistants. A newly appointed centre supervisor supports curriculum design and implementation, leadership, professional learning and development. The manager is the only remaining staff member of the team that ERO last visited in 2020.

Strategic intentions and priorities focus on supporting children's growing social and emotional competencies with and alongside their whānau. The philosophy is underpinned by Māori values of manaakitanga and kaitiakitanga and the care for papatūānuku. Respect, sustainability and diversity are valued.

## 4 Progress since the previous ERO report

Good progress has been made in relation to the key next steps identified in the 2020 ERO report. These include: a collaborative centre philosophy, a centre-specific strategic plan with measurable indicators to evaluate progress and building individual teacher capability through external targeted professional learning. A documented process shows improvement actions have been attended to. Leaders can articulate the approach 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

Children experience a responsive and inclusive environment that supports their ongoing learning and development.

- Leaders and teachers incorporate effective teaching strategies that support children's growing social and emotional competencies building on learner identity.
- Teachers have established good learning-focused partnerships with some whānau, and they are well positioned to further develop these with all whānau.
- Assessment practices that emphasise children's strengths, interests and needs are variable. Consistently making children's learning visible is a next step.

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

Teachers engage in relevant professional learning and development that successfully builds their capability to promote teaching practices that support children's learning over time.

- The organisational conditions increasingly support and enable leaders and teachers to build their professional knowledge to design and implement a responsive curriculum. Teachers demonstrate the care that is required and is an integral part of the curriculum.
- Leaders engage in aspects of internal evaluation to find out what works well and why and what does not. As a result, some improvement to teaching practice is made however, this is not a consistent practice across the teaching team.
- Leaders and teachers are yet to consistently evaluate the impact of professional learning and development on teacher practice and outcomes for learners.

## **6 Organisational conditions**

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

Leaders foster collaboration to promote the enactment of the service's philosophy and values aligned to the overall strategic plan of The Village Square Trust.

- Leaders and teachers have good relational trust to support collective responsibility in building a positive team culture.
- Good systems and processes guide leaders to provide the conditions that grow teacher capabilities through their individual professional growth cycles. Ongoing professional dialogue, debate, and negotiation enables critical reflection on practice.
- Leaders identify and address ways to reduce barriers for access and participation promoting positive learning outcomes for children.

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

The Trust actively pursues the wellbeing and learning of all children in the context of whānau relationships and these are primary considerations in decision making.

- Governance and leaders prioritise the allocation of resourcing to support teaching and learning within the curriculum.
- Relevant parent and whānau aspirations are gathered, these are reflective in the service's plans for children's learning and wellbeing.
- The need for external support to build a differentiated approach to leadership has been self-identified. This is aligned with the Trust's strategic intentions.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Gladstone Park Early Childhood 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 Areas of Concern

ERO found an area of concern in the service relating to:

- a written emergency plan that includes at least: a communication plan for families and support services, and evidence of review of the plan on at least, annual basis and implement of improved practices as required.

Licensing Criteria for Early Childhood Education and Care Centres 2008: HS7.

## 9 Where to next for improvement?

Gladstone Park Early Childhood Centre leaders and teachers will include the following actions in its quality improvement planning:

- Build a shared understanding of assessment practices that make children's learning and progress visible over time.
- Strengthen a shared understanding of how to do and use internal evaluation for continued improvement.

#### 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*

Lisa Oldridge  
Director of Early Childhood Education (Acting)

14 March 2025

## 10 Information About the Service

Service Type	Education and care service
Number licenced for	46 children, including up to 16 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 12 %; NZ European/Pākehā 67%; Samoan 1%; Tongan 1%; Niue 1%; Other European 10%, Other 10%
Service roll	49
Review team on site	November 2024
Date of this report	14 March 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review June 2020

### 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.