

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Newbies Early Learning Centre

**Profile Number:** 46812

**Location:** Northcote, Auckland

1 ERO's judgement of Newbies Early Learning 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

Newbies Early Learning Centre is one of two services owned and operated by the service provider. They provide care and education in a mixed age learning environment. The service has a separate learning space that supports infant education and care. The service leader works alongside the centre manager in daily operations. They prioritise relationships with a focus on children's learning and wellbeing.

## 4 Progress since the previous ERO report

The service's 2021 Akarangi | Quality Evaluation identified three quality improvement actions.

The service has made good progress with strengthening teacher's capability in using and understanding internal evaluation. Service leaders have improved their evaluation systems and processes and are deepening teacher's knowledge and understanding to use internal evaluation to improve outcomes for learners.

The service leaders have made good progress with aligning and using the strategic plan, annual plan and philosophy. They are using these documents to support teachers in their practice to achieve improved outcomes for learners and identify areas of improvement.

The service has made limited progress in understanding and using Tātaiako and Tapasā to improve outcomes for Māori and Pacific learners. They are at an early stage of developing capability in using these documents and remain as an area for improvement.

## 5 Learning Conditions

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

The service's curriculum reflects *Te Whāriki*, the early childhood curriculum, the learning environment supports child led play.

- Teachers engage in learning-focused partnerships with parents and whānau to improve outcomes for learners. They include parent aspirations in their planning for children's learning and Māori whānau have opportunities to contribute to creating a bicultural curriculum.
- Teachers are respectful and responsive to children's needs and create a learning environment that supports their social and emotional competence and encourages exploration.
- Assessment practices inform planning, curriculum design, and evaluation of children's learning and progress over time. Teachers are using teaching strategies to inform planning for children's learning and development.

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

The service is establishing the conditions to support leaders and teachers to build professional knowledge and cultural competence to design and implement a curriculum responsive to the learning community.

- Teachers are participating in a professional growth cycle that is developing their knowledge and capabilities in teaching practice and evaluation.
- Teachers use te reo Māori and waiata in their daily practice. They are at an early stage of developing their understanding of Tapasā and Tātaiako and using it to improve outcomes for Māori and Pacific learners.
- Leaders and teachers engage in relevant professional learning and development and share new knowledge amongst the team. They are yet to document their reflections and evaluate their changes in practice to determine the impact on outcomes for learners.

## **6 Organisational conditions**

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

Leaders foster a culture of relational trust that enables team collaboration and improvement.

- Leaders mentor the teaching team and provide teachers with professional development opportunities so they can develop their teaching and leadership capabilities.
- Leaders have embedded their internal evaluation process. They are building teacher's understanding of using evaluation to further improve learning conditions for children.
- Leaders support professional practice of the teaching team; they resource curriculum implementation and improvement priorities.

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

The service has good systems, procedures and policies in place and are monitoring and reviewing them regularly for improvement.

- The service provider is further strengthening current systems and processes with external support to build teachers capabilities in effectively improving learning and outcomes for children.
- The service's strategic plan, annual plan and philosophy guides leaders in creating and making educational decisions that consider children's learning and wellbeing.
- Service leaders identify barriers to children's learning and make changes necessary to promote equitable outcomes for children.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Newbies 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?

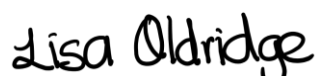
Newbies Early Learning Centre will include the following actions in its quality improvement planning:

- Leaders and teachers to evaluate the impact of professional learning on teaching practices and the difference this is making for children.
- Leaders and teachers to use effective internal evaluation processes to strengthen their teaching practices with an evaluative focus on how changes have impacted the outcomes for learners.
- Leaders and teachers are to develop shared understanding of Tapasā and Tātaiako to improve outcomes for Pacific and Māori learners.

#### 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)

14 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 <i>Using rounded percentages</i>	Māori 18%; NZ European/Pākehā 76%; Indian 3%; Other 3%
Service roll	34
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, February 2018; Akarangi   Quality Evaluation, November 2021

### 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.