



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Seeds Early Learning Centre

Profile Number: 47570

Location: Massey, Auckland

1 ERO's judgement of Seeds 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

Seeds Early Learning Centre is one of three services under shared ownership. The owner oversees governance and management and supports teaching. Children under two years of age, those over two and children over three are catered for in separate dedicated spaces within a purpose-built centre. The centre philosophy focuses on providing a warm, caring, understanding, respectful, equitable and stimulating environment for all learners. More than half of the children enrolled are Māori or have Pacific heritages.

## 4 Progress since the previous ERO report

The 2022 Akanuku | Assurance Review report identified a need to access professional development in relation to growing the leadership of teachers to support positive learning outcomes for children. Purposeful strategic planning and review have supported the centre in making good progress in developing leadership capabilities of the teaching team. They have intentionally planned for and accessed relevant professional learning and development. This has resulted in growing leadership capabilities among all leaders and teachers, who share the responsibility for ongoing monitoring of goals relating to achieving positive learning outcomes for all children.

## 5 Learning Conditions

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

Children of all ages are engaged in a curriculum that increasingly responds to their developing capabilities and needs.

- Teachers of younger children understand their verbal and non-verbal communication, and model oral language well. Older children are encouraged to be independent as teachers foster their social and emotional competencies.
- Transitions into and within the centre are effectively supported by teachers in consultation with parents. Transition to school is supported by older children visiting the local primary schools in small groups.
- Parents have regular opportunities to share their child's cultures and languages, and goals for their learning. Teachers weave these into learning narratives for some children, however they are yet to consistently use this information to inform curriculum planning and assessment.

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

Leaders and teachers are working collaboratively to build their knowledge and cultural competence to design and implement a responsive curriculum.

- Leaders and teachers acknowledge and celebrate relevant cultural events that reflect the diverse community. Teachers own cultural knowledge is utilised to build team understanding.
- Leaders and teachers are taking steps to improve their professional knowledge to provide a quality curriculum. They inquire into aspects of their practice by asking what works and what doesn't, and for which learners.
- Teachers have access to relevant professional learning and development to develop their proficiency and confidence in providing an inclusive local curriculum based on *Te Whāriki*, the early childhood curriculum. While they can discuss the outcomes for children as a result of participation in the curriculum, there is variability in how these are shown through assessment for learning.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders have worked deliberately to establish relational trust within the teaching team that enables collaboration and improvement.

- In-centre distributed leadership has been established to support quality improvement, teaching and learning. This fosters and supports future leaders.
- Governance and management provide ongoing mentoring and coaching to build capability of new leaders and the team.
- Leaders have set clear expectations, and collaboratively implement, systems for group planning and individual assessments as well as internal evaluation, self-review and the professional growth cycle. Understanding of the elements of effective internal evaluation is building within the teaching team.

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

The learning and wellbeing of all children is well-considered in decision making and guided by relevant policies and practices.

- Barriers to learning are identified and considered in resourcing and decision making. This progresses equity of access to and inclusion within the curriculum.
- Leaders work closely and collaboratively with relevant agencies and the community to respond to individual needs of children. Professional development is provided to strengthen teaching of children with additional learning needs.
- Strategic staff appointments have been made to reflect the diversity of children and whānau attending the service, with the aim of promoting a culturally responsive curriculum for children.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Seeds 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?

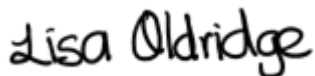
Seeds Early Learning Centre will include the following actions in its quality improvement planning:

- Increase the visibility of, and teacher's response to, children's individual languages, cultures and identity and parents' goals for their children's learning.
- Improve the consistency of teachers' use of learning outcomes from *Te Whāriki* to show children's learning over time within assessment documentation.
- Develop evaluative capabilities across the teaching team to effectively use internal evaluation to improve valued learning outcomes for all 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.\*](#)



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Director of Early Childhood Education (Acting)

19 March 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	63 children, including up to 18 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 30%, NZ European/Pākehā 14%, Indian 19%, Samoan 10%, Cook Island Māori 5%, other Pacific groups 11%, Southeast Asian 5%, Middle Eastern 5%
Service roll	74
Review team on site	December 2024
Date of this report	19 March 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, March 2022; Akanuku   Assurance Review, November 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.