



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Nancy Winter Early Childhood Centre

Profile Number: 50103

Location: Raetihi

1 ERO’s judgement of Nancy Winter Early Childhood Centre is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
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

Nancy Winter Early Childhood Centre is a community-based service, governed by the Raetihi Early Childhood Education Trust (the Trust). The Trust employs a manager who oversees operations. A leadership team guides curriculum delivery. The philosophy places value on nurturing relationships, upholding tikanga, and learning through play in a home away from home. The centre is a member of the Ruapehu Kāhui Ako.

## 4 Progress since the previous ERO report

The 2021 ERO report identified three improvement actions. These include two relating to strengthening and sustaining evaluation processes. Good progress has been made. Conditions for quality improvement continue to be effectively embedded and sustained over time. Outcomes for learners, including specific groups, are clearly known. Leaders have intentionally grown their own internal evaluation capability and their ability to mentor the team to focus collaboratively on improvement.

Good progress has also been made in the third improvement action, continuing to align management and centre leadership practices to enhance positive learning outcomes for children. Strategies are purposefully enacted, including those relating to digital literacy and organisational documents, and create more accessible streams of information sharing. Centre values and priorities for learning are considered, monitored, assessed, and reported at all levels of the service.

## 5 Learning Conditions

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

Sustained reciprocal relationships between parents, whānau, and kaiako contribute to successful learning focused partnerships and a curriculum inclusive of all children.

- Whānau manaaki (transition) practices provide secure relationships for children and whānau to feel trust and belonging. A sense of community contributes to unhurried starts to the day where parents stay and participate in the programme, making connections with others.
- Children with additional learning needs and their whānau are very well supported. External agencies, leaders and kaiako, alongside parents, participate in programmes that promote strategies to support children's wellbeing and learning.
- Assessment for children's learning is inclusive of evaluation of their progress over time in relation to learning outcomes and the centre's identified priorities. Leaders recognise that organisational conditions are impacting on their ability to plan, assess and evaluate in a sustainable way and are taking appropriate steps to address this.

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

Leaders and kaiako consistently and effectively build their professional capability and cultural competence leading to positive outcomes for all children.

- Collaborative engagement in internal evaluation highlights a commitment to practices promoting success for Māori. Place-based iwi experiences and events contribute to real-life opportunities for children to see, hear and feel Māori ways of being.
- Professional learning and development opportunities respond to focussed areas for growth and interests of the service, leaders and individual kaiako.
- Ongoing professional growth contributes to a shared understanding of Te Tiriti of Waitangi and how the articles are enacted here. Tikanga practices are woven through all aspects of the service.

## **6 Organisational conditions**

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

Leaders work skilfully and collaboratively to successfully enact the centre's strategic goals, values and priorities for children's learning.

- Kaiako capably lead internal evaluation, enhancing outcomes for children and growth in collaborative leadership. Leaders take responsibility for their own ongoing inquiry, with a focus on sharing to benefit all staff.
- Relational trust enables team collaboration and improvement. Leaders innovatively maintain the collective responsibility for the learning and well-being of all children.
- Future leadership is fostered to support continuity and succession planning.

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

The parent-led trust prioritises whānau voice in promoting the well-being and learning of all children, ensuring their input is integral to the centre's decision-making.

- Trustees participate in professional learning and development to guide the centre's strategic direction and consider ways to enact the principles of Te Tiriti o Waitangi.
- Centre staff representation within leadership of the Ruapehu Kāhui Ako generates collegial relationships and supports connections to a wider community of learners.
- The Trust continues to focus on sustainability of quality early childhood education and care in Raetihi.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Nancy Winter 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 Where to next for improvement?

Nancy Winter Early Childhood Centre will include the following actions in its quality improvement planning:

- Sustain the focus on quality improvement actions to continue to promote equity and excellence for all 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.](#)



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25 March 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	53 children, including up to 10 aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 47%, NZ European/Pākehā 52%, Cook Island 1%
Service roll	57
Review team on site	December 2024
Date of this report	25 March 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, June 2021; Education Review, November 2017

### 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.