



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Rose and Clive Early Learning Centre

Profile Number: 48143

Location: Matamata

1 ERO's judgement of Rose and Clive 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

Rose and Clive Early Learning Centre is a privately-owned service, providing for children in two areas within a mixed-age setting. The philosophy values community, kindness and has a commitment to empowering children by supporting their creativity, resilience, and social competence.

A centre manager oversees daily operations and leads a team of qualified and unqualified teachers. The owner provides support to the centre manager who was recently appointed. There have also been recent appointments to the teaching team.

## 4 Progress since the previous ERO report

This is ERO's first review of this service which opened in 2022.

## 5 Learning Conditions

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

Children experience a play-based curriculum that promotes their relationships with others and supports them to develop social skills.

- Teachers capably support children to make decisions and be independent in their learning, including providing opportunities for younger and older children to learn with and alongside each other. There is a good range of resources and experiences available for children.
- Infants and young children at this service benefit from a calm environment. Teachers know these younger children well and are responsive to their verbal and non-verbal cues.
- Teachers record children's learning over time in ways that reflect the bicultural curriculum provided and that also capture each child's interests. Teachers are at an initial stage of gathering and responding to the aspirations of whānau/families for their child's learning.

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

Leaders are establishing systems and processes to support teachers' growing knowledge and development.

- Teachers work collaboratively to enact the service's philosophy. Children have opportunities to experience an inclusive learning environment.
- Leaders have recently established a new process to help teachers record and reflect on their professional knowledge and growth. Documentation is yet to show the changes teachers make to their practices or the impact any changes have had on children's learning.
- Teachers have regular opportunities to attend professional learning and development aligned with the service's values and philosophy. Monitoring and evaluating the impact of this learning on children's learning is not yet documented.

## **6 Organisational conditions**

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

Leaders are beginning to establish coherent processes and practices to grow teaching practices and support service operations.

- Due to staffing changes, leaders and teachers are establishing professional relationships and ways of working. Leaders model professional accountability and responsibility for the wellbeing of all children.
- The new leadership team works collaboratively to implement processes that support teachers' developing capabilities. Peer support and mentoring initiatives reflect the service's philosophy of collectivism and community.
- Informal communication with parents supports children's wellbeing and sense of belonging. Leaders are yet to develop ways to foster partnerships with parents/whānau that focus on supporting children's learning.

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

Governance is enacting systems and processes that aid strategic direction and decision-making.

- Those responsible for governance consider children's learning and wellbeing as a basis for decision-making. Equity strategies to support access and inclusion, such as iwi-supported fee payments, are in place.
- A strategic plan identifying service priorities has been developed. A plan for implementation of these goals is yet to be put into action.
- Leaders' and teachers' use of an internal evaluation process to guide ongoing improvement is at an early stage of development.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Rose and Clive 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?

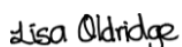
Rose and Clive Early Learning Centre will include the following actions in its quality improvement planning:

- Strengthen relationships with parents/whānau to enact learning-focused partnerships that contribute to children's learning.
- Grow leaders' and teachers' understanding of how to do and use internal evaluation processes to support ongoing 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.](#)



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Director of Early Childhood Education (Acting)

27 March 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, including up to 16 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 37%, NZ European/Pākehā 45%, European 12%, English 4%, South African 2%
Service roll	51
Review team on site	November 2024
Date of this report	27 March 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	This is the first ERO review of the service.

### 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.