

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Good Beginnings Educare Centre

**Profile Number:** 60343

**Location:** Masterton

1 ERO's judgement of Good Beginnings Educare 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

Good Beginnings Educare Centre is one of three privately-owned services located in Masterton and Palmerston North. The owner and two lead teachers oversee and manage the daily operations of the services. The philosophy upholds kotahitanga, a holistic approach to learning.

## 4 Progress since the previous ERO report

The 2022 ERO report included four areas for improvement. These were to foster tamariki Māori success based on whānau goals, build understanding of *Te Whāriki* learning outcomes for assessment and planning, provide opportunities to build the capability of leaders and teachers, and to identify the impact of decision making on children's outcomes through internal evaluation.

Overall, good progress has been made. As a result of internal evaluation, whānau Māori involvement in the service has increased. Systems and processes to build professional practice have strengthened collaborative leadership. Professional learning and teacher's inquiries into their own practice have included aspects of monitoring and evaluation. However, effective use of internal evaluation to understand what is and isn't working, and for which children, is still developing.

## 5 Learning Conditions

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

Children experience the breadth and depth of *Te Whāriki*, the early childhood curriculum, through experiences that uphold their identities as learners.

- Children's exploration is promoted through a rich curriculum which includes science, numeracy, creative arts and literacy. Teachers acknowledge and respond to children's challenges, successes and learning.
- Leaders and teachers are responsive and respectful in building learning-focused partnerships which respond to parents and whānau' goals for their children. Diverse learners are well supported through purposeful resources and tools, and promotion of oral and New Zealand Sign languages.
- Aspects of te ao Māori are integrated through the curriculum including some te reo Māori, tikanga Māori and kaitiakitanga (sustainability) concepts. The bicultural curriculum continues to be developed and is yet to be fully reflected through planning and assessment processes.

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

Leaders and teachers work collaboratively to increase their knowledge, understanding and practice to implement a responsive curriculum for all children.

- Internal and external learning opportunities are accessed and contribute to a culture of improvement. Shifts in teaching practices are evident as a result.
- Leaders and teachers take responsibility for their learning. Teachers' individual inquiries into their practice helps them to understand how they contribute to positive outcomes for children.
- Mentoring, guiding frameworks and tools are used effectively to inform leaders and teachers of what a high-quality programme looks like in practice.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders collaborate to implement the service's strategic direction and priorities for improvement.

- Leader's mentoring supports teacher capability and accountability across the service. An intentional focus on children's social and emotional wellbeing is evident.
- Leaders implement the conditions to build relational trust and enable collaboration for ongoing improvement.
- Access to professional learning for teachers builds teacher knowledge of *Te Whāriki* to enhance children's learning and development.

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

Clear systems and processes for managers, leaders and teachers promote positive outcomes for children and their families.

- A good understanding of policy review and implementation, systems and processes guides service operations. Leaders are improvement focused.
- The use of resources is well considered through staff ratios, and strategies to support inclusion of learners. Those responsible for governance consider barrier free access and equity for children in their decision making.
- Collective capability across the service to do and use evaluation for improvement is continuing to develop. Leaders and teachers are at the beginning stages of knowing what impact improvement actions are having for individuals and groups of children.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Good Beginnings Educare 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.

*Licensing Criteria for Early Childhood Education and Care Centres 2008*

## 8 Where to next for improvement?

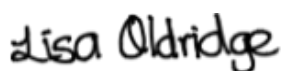
Good Beginnings Educare Centre will include the following actions in its quality improvement planning:

- Further strengthen teacher capability to ensure assessment, planning and evaluation of children's learning is reflective of the bicultural curriculum and te ao Māori concepts.
- Build the team's collective working knowledge of evaluation to more clearly identify the impact of changes in practice and improvement actions for individuals and groups of 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)

27 March 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	39 children, including up to 5 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 24%, NZ European/Pākehā 78%, other ethnic groups 2%
Service roll	50
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>	Akarangi   Quality Evaluation, May 2022; Education Review, June 2018

### 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.