

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Good Beginnings Infants and Toddlers

Profile Number: 45633

Location: Masterton

1 ERO's judgement of Good Beginnings Infants and Toddlers 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 Infants and Toddlers 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. This service caters for children up to three years of age. The centre philosophy of whakatipu atawhai embraces the caring and nurturing of tender shoots (infants and toddlers).

4 Progress since the previous ERO report

The 2021 ERO report identified improvement was required in three key areas: engaging with whānau Māori and Pacific; making more explicit use of the learning outcomes from *Te Whāriki*, the early childhood curriculum; continuing to develop understanding and use of internal evaluation for improvement.

Good progress has been made to grow opportunities to engage with whānau and develop understanding of te ao Māori concepts. Relationships with local iwi are opening pathways to engage with whānau Māori, parents and the Pacific community. Use of the valued learning outcomes from *Te Whāriki* are evident in planning and assessment to help guide curriculum decisions. Limited progress has been made to develop internal evaluation practices and this is an area to further teacher capability and understanding.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Infants and toddlers engage in a curriculum that effectively responds to their age and stage of learning, and who they are as learners.

- Teacher's respond well to children's interests and growing capabilities to enhance their experiences in the service. Goals for children's learning gathered from parents and whānau are intentionally used to inform curriculum design.
- Children experience a calm, unhurried pace of learning. Oral language, sign language and other communication strategies are understood by teachers and well used by children to support them to express their ideas.
- Assessment and planning practices clearly reflect children's learner identity, and for some groups, aspects of their culture. Learning over time is evident, however a clear response to individual cultures and languages is not consistent.

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

Teachers and leaders collaborate to build their knowledge to design and implement an increasingly responsive curriculum.

- Teachers' understanding and knowledge of learning and development for this age group is evident. A key teacher approach, where one teacher is allocated to take responsibility for a child, promotes consistency of relationships and knowledge of children's home life to support learning.
- A bicultural programme continues to develop. Teachers ensure there is a range of opportunities for children to hear and experience te reo Māori and elements of tikanga Māori, however this is not clearly reflected through curriculum planning and assessment practices.
- Teachers and leaders take responsibility for their ongoing professional learning. The impact on groups and individual children because of shifts in teacher practice is not yet clearly known.

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 Infants and Toddlers 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?

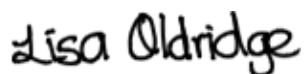
Good Beginnings Infants and Toddlers will include the following actions in its quality improvement planning:

- Strengthen the reflection of te ao Māori and children's culture, language and identity through curriculum assessment, planning and evaluation.
- 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 | 21 children, including up to 20 aged under 2 |
| Percentage of qualified teachers | 80-99% |
| Ethnic composition <i>Using rounded percentages</i> | Māori 19%, NZ European/Pākehā 90%, Cook Island Māori 6%, Indian 15% |
| Service roll | 32 |
| Review team on site | November, 2024 |
| Date of this report | 27 March 2025 |
| Most recent ERO report (s) These are available at www.ero.govt.nz | Akarangi Quality Evaluation, June 2021; Education Review, June 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)*.

| | |
|----------------------|---|
| | Above the threshold for quality |
| 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. |
| | Below the threshold for quality |
| 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. |