



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Good Beginnings Early Learning Centre

Profile Number: 46891

Location: Palmerston North

1 ERO's judgement of Good Beginnings 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
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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

Good Beginnings Early Learning centre is one of three privately-owned services located in Palmerston North and Masterton. The owner and lead teacher oversee and manage the daily operations of the services. The philosophy is based on whakawhanaungatanga, working collectively and collaboratively to support the learning journey of each child.

4 Progress since the previous ERO report

The 2022 Akanuku | Assurance Review identified a key next step to strengthen the extent to which documented information about children's learning reflected their identity, language and culture. Staff changes and varying capability in the teaching team have impacted on the progress made in this area. Some steps have been taken, however limited progress has been made.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children engage in a curriculum which reflects the breadth and depth of *Te Whāriki*, the early childhood curriculum, and is responsive to their learning and development.

- Use and design of the learning environment by teachers fosters challenge, exploration and independence for children.
- Infants and toddlers have the space and time to learn based on their own rhythms. Children with additional needs are well supported by teachers to experience inclusion as part of the daily programme.
- There are opportunities for children to hear te reo Māori and some visibility of other cultures in the environment. The cultures, languages and identities of all learners are yet to be fully integrated through planning and assessment processes.

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

Leaders and teachers are taking steps to build their professional knowledge and increase collaboration for the benefit of children.

- A range of relevant professional learning opportunities are accessed by teachers. Some positive shifts in teaching practice are occurring as a result and the impact this is having for children is not yet known.
- Teachers inquire into some aspects of their practice as part of their professional growth cycle. The new team leader is growing their understanding of the process to support full implementation across the team.
- Leaders are working to build professional knowledge of the design and enactment of a culturally responsive curriculum, with an aim to reduce variability of teachers' understanding and implementation.

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 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.

Licensing Criteria for Early Childhood Education and Care Centres 2008

8 Where to next for improvement?

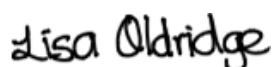
Good Beginnings Early Learning Centre will include the following actions in its quality improvement planning:

- Further strengthen teacher capability to ensure assessment, planning and evaluation of children's learning is reflective of their individual languages, cultures and identity.
- Build shared understanding of the service's professional growth cycle across the team to increase the focus on outcomes for children.
- 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	30 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 46%, NZ European/Pākehā 50%, Cook Island Māori 6%, Indian 15%.
Service roll	37
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	Akanuku Assurance Review, July 2022; Akanuku Assurance Review, June 2019

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.