



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Growing Wings Early Learning Centre

Profile Number: 48135

Location: Chartwell, Hamilton

1 ERO's judgement of Growing Wings 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

Growing Wings Early Learning Centre is one of three services owned and operated by Next Care LTD. The organisation's governance team supports daily operations and leads the teaching team. The philosophy aligns with *Te Whāriki*, the early childhood curriculum, and prioritises children's confidence, communication, health, belonging, and making valued contributions to society. The centre serves a diverse community and half of the children enrolled are Māori.

4 Progress since the previous ERO report

The service opened in October 2022. Those responsible for governance have implemented processes that meet and maintain compliance with regulatory standards. This is the first ERO review of the service.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children benefit from strong, respectful, and reciprocal relationships with teachers and each other, which enhance their learning and development.

- Shared outdoor spaces for infants and older children promote learning alongside others. Regular group excursions within the community help broaden children's understanding of the wider world.
- Teachers provide good quality strategies and resources to support children's developing oral language and connections to their home languages. These are thoughtfully woven throughout the curriculum.
- Assessment and planning practices make children's learning visible. Assessment practices have yet to consistently show children's learning over time, in relation to the learning outcomes of *Te Whāriki*.

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

Leaders and teachers continue to build their professional knowledge and cultural competency to design a responsive and inclusive curriculum for all children.

- Parents engage in centre events and celebrations, contributing their cultural knowledge and expertise to curriculum experiences for both children and teachers. These events help teachers design a responsive curriculum that supports all children to develop their cultural knowledge.
- Leaders and teachers participate in relevant professional learning opportunities and regularly reflect on their learning together.
- Ongoing mentoring and professional growth cycles for teachers are promoting improvements to teacher practices. Teachers are continuing to deepen their understanding of how these practices impact learning outcomes for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders consistently create the conditions that foster teacher capability, supporting positive improvements to teaching practices and children's learning.

- Relational trust between teachers, leaders, and governance fosters open communication focused on children and their whānau.
- Leaders' ongoing mentoring of teachers is driving positive changes in practice. Teachers and leaders continue to develop their professional knowledge and competencies together.
- Evaluation practices are informing positive changes for children. However, leaders and teachers have yet to fully utilise the potential of evaluation for improvement due to their lack of clarity between inquiry and evaluation.

Stewardship through effective governance and management | Te Whakaruruhau

Effective governance promotes the service's philosophy and values, which underpin children's learning and development.

- Leaders and teachers collaborate with external agencies and the local community to support the ongoing progress and development of children with additional learning needs.
- Children and their whānau benefit from a range of equity provisions that promote their access to and involvement in early education.
- Governance continues to develop, use, and refine systems and processes that positively support children's progress. However, operational planning has yet to include a strategic focus on priorities for children's learning over time.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Growing Wings 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?

Growing Wings Early Learning Centre will include the following actions in its quality improvement planning:

- For assessment and planning processes to consistently incorporate the valued learning outcomes from *Te Whāriki* to better inform children's progress, learning, and development.
- Build a shared understanding of internal evaluation practice, with a specific focus on teaching strategies that support positive outcomes for individuals and groups of children.
- Refine the service's operational documentation to include a strategic focus on children's learning and development over time.

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

Lisa Oldridge
Director of Early Childhood Education (Acting)

8 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	44 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition	Māori 50%, NZ European/Pākehā 50%, Indian 8%, Samoan 5%, Cook Islands 3%
Service roll	39
Review team on site	January 2025
Date of this report	8 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	First ERO report for 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)*.

	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.