



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Learning Links Borman Road

Profile Number: 45495

Location: Hamilton

1 ERO's judgement of Learning Links Borman Road 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

Learning Links Borman Road is one of eight services under the same ownership. One of the co-owners is a certificated teacher and provides governance support alongside another director. There has been some staff turnover, and a new centre manager has been appointed to support daily operations. The service provides for children in four age-based rooms with older children sharing an outdoor play space. The philosophy is play-based with a focus on supporting children to develop confidence, work creatively and explore with curiosity.

## 4 Progress since the previous ERO report

ERO's 2021 report identified three areas for improvement. Due to leadership and staffing changes, limited progress has been made to develop distributed leadership structures or extend teachers' capability to lead an internal evaluation process. Good progress has been made to improve recognition of children's languages and cultures, resulting in parents sharing information about their cultures with teachers. This information is integrated into the curriculum provided for children and is documented in service records.

## 5 Learning Conditions

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

Children experience a rich curriculum that is responsive to their needs, and which extends their strengths, growing interests and ongoing learning.

- Regular excursions to the local Bush Kindy, schools and other locations of interest enhance children's learning at this service. Teachers capably support children to grow their knowledge about the natural world and to make connections between people, places and things.
- Teachers provide good opportunities for older children to extend their early literacy skills. They help toddlers to develop independence and to make choices and enable infants to enjoy an unhurried pace where their exploration is well-supported by teachers.
- Planning and assessment information makes children's learning evident and usefully considers parents' aspirations for their children. Intentional teaching practices within planning are not yet strongly identified or evaluated to determine if they have contributed to children's progress.

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

Teachers and leaders are taking positive steps to build their professional knowledge to design and implement a curriculum that increasingly supports children's learning over time.

- Teachers share their knowledge, expertise and cultural competence enabling them to collectively respond to children's home cultures and languages, positively supporting children's sense of belonging.
- There are some opportunities for teachers to engage in professional learning and grow their understanding of how children learn. Teachers can articulate positive changes made to their teaching practices as a result of their learning.
- There is an established professional growth cycle in place that includes improvement goals for each teacher. Records of this process do not yet include evaluation of whether changes made to individual teaching practices have impacted on children's learning.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders are re-establishing the conditions to grow quality teaching practices that positively enhance children's ongoing learning and development.

- Staffing changes in leadership and teaching roles have resulted in team building being prioritised to re-establish shared approaches and expectations. The teaching team is pro-actively building collaborative approaches with a focus on improvement.
- Internal evaluation practices have been maintained and show that changes made have positively impacted on shifts in teaching practice and made a difference for children's learning. These positive practices are yet to be transferred into teachers' growth cycle records.
- Shared leadership practices are developing. There are good systems to monitor that teachers have collective expectations for how they will support children's ongoing learning.

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

Governance effectively implements and monitors systems and practices that inform the organisation's strategic priorities and decision-making.

- Governance implements, monitors and evaluates a range of improvement planning processes across its' eight services. These systems contribute well to ongoing improvements that positively support children's learning.
- Relational trust, positive working conditions, and systematic sharing of practices and processes between governance, leaders and teachers supports collaboration and professional growth. The service's vision, values and philosophy are reviewed in consultation with whānau, with governance ensuring their perspectives are valued and enacted.
- Children enrolled benefit from well-resourced environments, good adult: child ratios and equity strategies that promote inclusion and remove barriers for participation.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Learning Links Borman Road completed and *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?

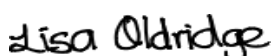
Learning Links Borman Road will include the following actions in its quality improvement planning:

- Identify intentional teaching strategies and evaluate how well these approaches contribute to children's progress in relation to the learning outcomes in *Te Whāriki*, the early childhood curriculum.
- For teachers to better use the professional growth cycle to record how changes to their teaching practices have made a difference for children's learning.

### 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)

22 April 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	100 children, including up to 25 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 14%, NZ European/Pākehā 24%, Indian 27%, Fijian 1%, other ethnic groups 34%
Service roll	79
Review team on site	November 2024
Date of this report	22 April 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, June 2021; Education Review, May 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.