



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Learning Links Childcare Hector Drive

Profile Number: 47564

Location: Hamilton

1 ERO's judgement of Learning Links Childcare Hector Drive 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 Childcare Hector Drive 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. A centre manager and room leaders support the daily operations of this service. Children receive education and care in three age- based indoor and outdoor play spaces. 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 2020 Akanuku | Assurance Review identified key next steps relating to increasingly responding to children's home cultures and languages and providing opportunities for children to revisit and extend their learning through increased access to resourcing. Significant progress has been made in both of these areas. Children now have multiple ways to revisit their learning. Teachers and leaders have been intentional about adding experiences, including regular excursions, to add complexity to the curriculum provided for children. Parents share information about their cultures, enabling teachers and leaders to celebrate what children and families bring to the service through the experienced curriculum and in documentation.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a rich play-based curriculum that extends their interests, knowledge and skills.

- Children enjoy regular excursions to the bush, a primary school and a nearby retirement village, as well as other local areas of interest. Teachers purposefully provide opportunities for children to deepen their knowledge of the natural world and people, places and things in their local community.
- Children's transitions to school are well-supported by regular and reciprocal visits to the service and to school classrooms, as well as other shared initiatives, such as gardening. This is growing children's knowledge of sustainable environmental practices.
- Children's learning is well-documented in assessment and planning information and is informed by parent's aspirations for their child. Intentional teaching practices are beginning to be identified however, these are not yet well-recorded or evaluated to find out what is making a difference for children's learning.

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

Teachers and leaders implement a responsive curriculum and have embedded systems to help them continue to grow their professional knowledge and expertise.

- Teachers have a range of opportunities to engage in learning both collectively and as individuals. Strategies gained from this learning are evident in their teaching practices and contribute to children's learning and engagement in the curriculum.
- A process is established for teachers and leaders to take part in professional growth cycles which includes individual improvement goals to influence positive change. The documented process is yet to clearly show how shifts in teaching practices are impacting on the impacts and outcomes for children's learning outcomes.
- Teachers include te reo Māori, tikanga Māori and diverse home languages used naturally in the curriculum. They are continuing to build their bicultural capabilities.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Shared leadership practices support well-embedded systems and processes that promote ongoing growth and improvement that is focused on children learning.

- The pedagogical lead has moved into the centre manager's position. Shared leadership within the teaching team is evident, and teachers are well aware of their roles and responsibilities.
- Teachers have formed trusting relationships. Open communication within the team supports collaboration and service-wide improvement as well as growth of individual teachers.
- Internal evaluation practices are embedded. There is good evidence to show that evaluation practices result in improvements to teachers' practices and support positive outcomes for children's learning over time.

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, good 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 Childcare Hector Drive 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?

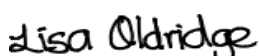
Learning Links Childcare Hector Drive will include the following actions in its quality improvement planning:

- 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	87 children, including up to 12 aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition	Māori 19%, NZ European/Pākehā 27%, Cook Islands 1%, Samoan 1%, other ethnic groups 52%
Service roll	63
Review team on site	November 2024
Date of this report	22 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, October 2020

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.