



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Learning Links Rewi Street

Profile Number: 47781

Location: Te Awamutu

1 ERO's judgement of Learning Links Rewi Street 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 Rewi Street 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 an interim centre manager has been appointed to support daily operations of this service. The service provides for children under two years of age in two age-based rooms. Most of the children, when over two, transition to the nearby sister service, Learning Links Te Awamutu. 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 2022 Akanuku | Assurance Review identified key next steps. These were to continue to develop the local curriculum, document how the service responds to children's cultures and languages and to increase teachers' meaningful use of te reo Māori with children. Good progress has been made to improve the service's local curriculum, and to increase teachers' use of te reo Māori. Children have regular opportunities to hear teachers using te reo Māori and te ao Māori (the Māori world) is reflected within the learning environment. There has been limited progress to increase the extent to which information documented about children's learning reflects their diverse cultures and languages.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Younger children experience positive teaching practices that support their exploration and learning.

- Teachers intentionally support children to make decisions about their learning by using practices such as role modelling, redirection and being responsive to children's emerging interests. Activities and experiences provided support children's curiosity, exploration and learning of early literacy skills well.
- Individual planning is informed by the regular gathering of parents' aspirations and teachers record useful information that makes children's learning and progress visible over time. Children at this service benefit from the strong relationships developed between whānau members and teachers which results in ongoing communications and a shared focus on children's learning.
- Children have opportunities to learn about diverse cultures through celebrations and some cultural resources. The service has taken steps to better document children's home cultures and languages in assessment of individual children's learning.

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

Teachers and leaders are beginning to inquire into and document aspects of their growing professional knowledge and how their teaching practices support positive outcomes for all learners.

- An established professional growth cycle process is in place for teachers to identify improvement goals. Records of this process do not yet include evaluation of whether changes made to teaching practices have impacted on children's learning.
- Teachers' use of te reo Māori has increased and children have more opportunities to engage with te ao Māori resources in the context of their learning. Teachers are also including some te reo Māori in assessment and planning records.
- There are some opportunities for teachers to engage in professional learning and grow their understanding of how children learn. Informal ongoing conversations between teachers contributes to growing their collective knowledge and shared understandings about expectations for teaching practices at this service.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders and teachers are building relational trust to support collaboration and improvement.

- A new centre manager has been appointed. Deliberate steps are being taken to build relational trust across the newly forming teaching team, with teachers' wellbeing prioritised.
- Internal evaluation practices have been maintained and positive shifts in teaching practice that have resulted in improved outcomes for children are documented. These embedded practices do not yet include the input of the new manager or the wider teaching team.
- Leaders are continuing to implement systems and process that inform ongoing improvement. Time is needed for the effectiveness of some of these systems to be realised.

Stewardship through effective governance and management | Te Whakaruruhau

Governance implements and monitors systems and practices that inform the organisations' 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 Rewi Street 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 Rewi Street will include the following actions in its quality improvement planning:

- For teachers to better use the professional growth cycle to record their awareness of how changes to their teaching practices have made a difference for children's learning.
- Grow the capability of new leadership and teachers to do and use evaluation processes to help them identify how the implemented curriculum and teaching practices make a positive 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

Lisa Oldridge
Director of Early Childhood Education (Acting)

22 April 2025

9 Information About the Service

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| Service Type | Education and care service |
| Number licenced for | 29 children, including up to 25 aged under 2 |
| Percentage of qualified teachers | 50-79% |
| Ethnic composition <i>Using rounded percentages</i> | Māori 21%, NZ European/Pākehā 58%, other ethnic groups 21% |
| Service roll | 20 |
| 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, July 2022 |

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. |