

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Twizel Early Learning Centre Inc

Profile Number: 70489

Location: Twizel

1 ERO's judgement of Twizel Early Learning Centre Inc 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

Twizel Early Learning Centre is a community-based service governed by a community board. The board is responsible for long-term planning and operations. A centre manager leads daily operations and the teaching team, while a head teacher in each age-based area oversees the curriculum and supports teachers. The philosophy emphasises the value of parent and whānau contributions, and community connectedness.

4 Progress since the previous ERO report

ERO's previous report was an Akanuku | Assurance review in 2023 with aspects of non-compliance and did not provide the service with any key next steps. Since 2023, a new centre manager has been appointed and works closely with the governing board and the Ministry of Education. As a result, new systems and processes have been developed to support meeting and maintaining licensing requirements.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children's learning is visible in assessments and is beginning to reflect intentional teaching strategies, parent input, and evaluation of learning.

- Appropriate guidance supports teachers in documenting, planning, assessing, and evaluating children's learning. Audits provide oversight of this process; however, there has yet to be a deeper consideration of the quality and consistency across the service.
- Planning for both groups and individual children is informed by their interests, parents' wishes, and documented assessments. This reflects children's learning across a range of experiences, including regular visits to the local school to support their transitions
- Teachers' interactions with children are respectful and provide rich oral language opportunities. Children's learning is further supported by regular excursions into the local community, offering additional learning experiences.

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

Teachers are in the early stages of engaging in teacher inquiry and reflection to support their professional growth.

- A new system for teachers' professional growth is in place, showing some alignment with internal evaluation and self-directed professional learning.
- Leaders and teachers participate in some professional learning and development opportunities and occasionally reflect on their practice and intended outcomes. While some outcomes are known, there is not yet clear information on the impact these have had on children's learning and wellbeing.
- Professional learning and development aligned with building teachers' knowledge and understanding of culturally responsive teaching and learning has yet to be implemented.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are taking steps to foster an environment that supports collaboration and drives improvement.

- The centre manager is focused on developing operational systems and processes. The strategic plan, created in consultation with staff, parents, and whānau, is guiding improvement.
- The centre manager and head teachers offer opportunities for meetings, discussions, and feedback with teachers on both the documented and enacted curriculum. Leaders are in the early stages of providing mentoring and coaching to support professional reflection and growth.
- Leaders and teams engage in review for improvement, resulting in changes. However, they have yet to use evaluation to assess the effectiveness of these changes on teacher practice and outcomes for children.

Stewardship through effective governance and management | Te Whakaruruhau

Governance focuses on the ongoing sustainability of the service but has yet to fully understand how well performance aligns with the vision, goals, and curriculum implementation.

- Regular board meetings, with representation from the community, teachers, and parents, support a culture of collaboration. The board receives regular information about the service's daily operations.
- The board is focused on improvement. Leaders have identified that demonstrating their commitment to *Te Tiriti o Waitangi* and being responsive to their unique cultural community are areas for further development.
- Decisions made by the board respond to requests from the centre manager and address the needs of the community. However, the board has yet to receive information that enables them to assess how well their decisions have improved outcomes for all children.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Twizel Early Learning Centre Inc 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?

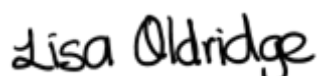
Twizel Early Learning Centre Inc will include the following actions in its quality improvement planning:

- Develop systems to monitor the assessment, planning, and evaluation of children's learning, with a focus on ensuring consistency and quality in documentation across the service.
- Enhance knowledge of how to effectively use data through evaluation processes to inform planned actions across all aspects of the service's operations, including curriculum, teaching, and learning.
- Formalise systems for mentoring and coaching to offer constructive feedback and support the professional learning and development of all teachers.

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)

2 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	39 children, including up to 7 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 11%; NZ European/Pākehā 57%, British 5%, Chinese 5%, English 5%, Filipino 5%, other ethnicities 14%
Service roll	44
Review team on site	December 2024
Date of this report	2 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, March 2023; Education Review, September 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)*.

	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.