

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Gracefield Early Childhood Centre

Profile Number: 60219

Location: Lower Hutt, Wellington

1 ERO's judgement of Gracefield Early Childhood 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

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

Gracefield Early Childhood Centre is an all-day community-based service. A committee of parents are responsible for governance. The day-to-day management role is undertaken by a centre manager who is supported by three team leaders and a newly appointed centre head teacher. A culturally diverse teaching team is spread across the three different-aged learning spaces within the centre.

4 Progress since the previous ERO report

The 2021 Akarangi | Quality evaluation identified three improvement actions. These included to develop agreed priorities in consultation with families and whānau and reflect these through the enacted curriculum; embed the use of te reo Māori within the curriculum; and deepen the analysis of children's learning to determine what is significant and use this information to inform ongoing planning and better highlight progress over time.

Good progress has been made with developing agreed priorities in consultation with families and whānau through a centre wide philosophy internal evaluation, however, the impact of these priorities within assessment planning and evaluation practices and documentation is yet to be determined.

Limited progress has been made in all other areas. There is limited evidence of staff attending professional learning to build their knowledge and capability to do and use te reo Māori, and limited evidence of this implemented into the curriculum. Leaders have self-identified assessment, planning and evaluation practices are inconsistent across the teaching team and require strengthening to plan for, assess and evaluate children's progression of learning over time. These two areas continue to require strengthening and are now a priority for the service to action.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children's learning and wellbeing is supported through trusting, caring, respectful and responsive relationships that promotes their sense of security and provides them with a calm and respectful environment.

- Children experience a language rich environment where infant and toddlers' individual cues and preferences are nurtured and supported by teachers. Older children are recognised as confident and capable to hold sustained conversations and engage in sustained play with peers and adults.
- Children with diverse learning needs are well supported to participate in the curriculum. Teachers work collaboratively with external agencies and parents to ensure that early interventions are inclusive and respond to progressing these children's learning and developmental needs.
- A recent shift in expectation on assessment and planning practices, is beginning to support consistency of knowledge and expectations across the teaching team. Children's progression of learning over time, home languages, and cultural aspirations are not consistently evident in their learning documentation.

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

The service is establishing the conditions to support leaders and teachers to build their professional knowledge and expertise.

- Provisionally certified teachers are not well supported to grow their professional practices through ongoing inquiry or professional learning. There is no evidence available to show these teachers are mentored or provided with feedback to grow their educational proficiency.
- Feedback provided to registered teachers and leaders throughout their professional growth cycles is yet to support their personal and professional growth and development. A focus on formalising constructive feedback and feedforward is required to grow teaching practice.
- Recent professional learning and development has been provided to address identified centre needs for improving assessment, planning and evaluation practices. Leaders and teachers are yet to evaluate the impact of professional learning on shifts in practice and outcomes for learners.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are taking steps to build relational trust to enable collaboration and improvement.

- Delegated responsibility has been given to room leaders to lead the enacted curriculum within their own learning environments. Leaders guide teacher practices to enable children to participate in the curriculum where they experience a range of learning opportunities.
- Leaders and teachers have worked collaboratively on a range of emergent and planned reviews that focus on change and improvement. A framework is in place that guides leaders and teachers, they have some understanding of evaluation for improvement and demonstrate this in practice.
- Leaders' reporting is yet to identify barriers to children's learning and show the impacts of teaching strategies on outcomes.

The service's vision, plans and priorities for improvement are yet to focus on aspects of children's learning and wellbeing.

- Outcomes for children need to be prioritised within reporting across all levels of the service to the board, to support management and governance to know what is working well or not, impacts of changes and for whom (individuals or groups of children).
- A recent internal evaluation on philosophy was undertaken with parent voice contributing to and influencing the centre priorities.
- A greater focus on reporting to governance and management on how well the service is meeting regulatory and professional requirements relating to curriculum, health and safety, premises and human resources is required.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Gracefield Early Childhood 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.

Where to next for improvement?

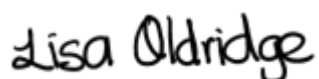
Gracefield Early Childhood Centre will include the following actions in its quality improvement planning:

- Strengthen assessment, planning and evaluation for individual children's learning that includes specific teaching strategies to be used and evaluation of the effectiveness of those strategies to progress learning development over time.
- Build leaders and teachers knowledge and understanding to implement a culturally rich curriculum that responds to all children's languages cultures and identities.
- Formalise systems for induction, mentoring and feedback that support teachers' professional growth and certification.

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

8 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 10%; NZ European/Pākehā 54%; Cook Island Māori 4%; other Pacific groups 4%; European 6%, Filipino 6%; Indian 16%; other ethnic groups 2%
Service roll	50
Review team on site	November 2024
Date of this report	2 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, September 2021; Education Review, September 2017

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.