

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Brightlands Childcare Centre, Vickery Street

**Profile Number:** 45519

**Location:** Te Rapa, Hamilton

1 ERO's judgement of Brightlands Childcare Centre, Vickery 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

Brightlands Childcare Centre, Vickery Steet is one of two services under the same ownership. Management and governance are the responsibility of the owner and an operational manager, and the curriculum is led by a supervisor and head teachers across the age-based rooms. Serving a diverse ethnic community, a significant number of children enrolled are Māori. There have been some staffing changes. The service's philosophy prioritises children's wellbeing and belonging and partnerships with families.

## 4 Progress since the previous ERO report

ERO's 2023 Akanuku | Assurance Review identified three key next steps. The first was to increase opportunities for children to hear and speak te reo Māori. Good progress is evident in teacher practices, including their use of te reo Māori and waiata. A second next step was for teachers to strengthen assessment records to reflect the home languages and cultures of children. Limited progress has been made, and this remains an area for ongoing improvement. Changes to practices include the gathering of pepeha information from families, some reflection of te reo Māori in assessment records and some inclusion of cultural celebrations. The third next step was to extend the complexity of play for children. Good progress has been made in this area to increase older children's choices and access to resources.

## 5 Learning Conditions

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

Children experience respectful relationships with teachers who are beginning to understand how their intentional teaching strategies can support children's learning.

- Shared outdoor play spaces encourage older and younger children to learn alongside each other. Some intentional teaching strategies are used to encourage children's social and emotional competencies and promote their oral language development.
- Relationships between teachers and parents support the sharing of information to inform children's wellbeing and assessment of their learning. Assessment information does not yet show an explicit focus on intentional teaching or evaluate how teaching practices have contributed to children's learning and progress.
- Younger learners experience a calm environment where their care routines are met. Older children have opportunities to make choices and access resources, however teaching practices do not yet deliberately encourage their independence, wondering and creativity.

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

Teachers and leaders are building their understanding of relevant knowledge, theories and cultural competencies, including those that underpin *Te Whāriki*, the early childhood curriculum.

- Teachers have some opportunities to attend relevant professional learning. This provides targeted learning for teachers that is helping them to respond to the needs of specific groups of learners.
- A new professional growth cycle process has recently been implemented. Teachers are working towards goals that are aimed at improving outcomes for children.
- Some whānau members are sharing their cultural knowledge and expertise with teachers. There is yet to be a consistent and intentional response from teachers to utilise the cultural information shared with them.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders work collaboratively to enact the service's philosophy and are growing their capability to progress the service's improvement priorities.

- Collaborative internal evaluation practices are modelled by external providers who are helping leaders to grow their understanding of how to undertake internal evaluation. It is not yet strongly evident that leaders could confidently undertake this work or other aspects of curriculum design without this guidance.
- Leaders are taking steps, formally and informally, to provide mentoring that enables teacher growth. Coaching from an external mentor is in the early stages of supporting all teachers to grow their capability to do and use evaluation processes to guide improvement.
- Professional accountability of staff and aspects of the service's philosophy are enacted and modelled by leaders. This supports the wellbeing of all children at this service.

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

Governance has a focus on the wellbeing and learning of children and their whānau as a foundation for their decision-making.

- Governance positively encourages and supports the participation and inclusion of children and their whānau in the curriculum. Actions taken are based on wellbeing and cultural considerations.
- Positive working conditions and systems ensure continual professional growth so that teachers are well-supported to improve their practices. The service is yet to implement a formal process for observation of, and feedback about, teacher practices to help demonstrate their professional growth over time.
- A strategic planning process is in place that includes goals focused improving teaching and supporting children's learning. Monitoring and evaluation of these plans are ongoing which contributes to governance being assured that improvements made have had the desired impact on children's learning.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Brightlands Childcare Centre, Vickery Street 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?

Brightlands Childcare Centre, Vickery Street will include the following actions in its quality improvement planning:

- For teachers and leaders to intentionally focus on provision of a curriculum that supports children's developing independence and extends their critical thought, wondering and creativity.
- Improve assessment and planning processes by:
  - explicitly identifying intentional teaching strategies and the difference these are making for children
  - consistently evaluating children's progress against the valued learning outcomes from *Te Whāriki*.

The Brightlands Childcare Centres group will include the following in its quality improvement planning to improve consistency of quality across the group:

- For governance to support leaders to implement formal observations of, and feedback about, teacher practice to support ongoing practice changes that impact positively on 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.\*](#)



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24 April 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	75 children, including up to 35 aged under 2
Percentage of qualified teachers	100%
Ethnic composition	Māori 50%, NZ European/Pākehā 50%, Indian 8%, Samoan 5%, Cook Islands 3%
Service roll	50
Review team on site	February 2025
Date of this report	24 April 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, March 2023; Education Review, March 2019

### 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.