



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: CountryLife Early Education

Profile Number: 60118

Location: Tawa, Wellington

1 ERO's judgement of CountryLife Early Education 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

CountryLife Early Education is a privately owned service, governed and managed by the owner. The service was previously known as Countrylife Educare Ltd. The service has been under new ownership since October 2024.

Children play and learn in age-related areas, with opportunities for mixed-age experiences. The service's philosophy promotes children's belonging, wellbeing, creativity, and discovery.

## 4 Progress since the previous ERO report

The March 2022 ERO review was an Akanuku/Assurance review which had outstanding areas of non-compliance and as such did not have any key next steps for the curriculum. The service has met the requirements to maintain regulatory standards.

## 5 Learning Conditions

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

Leaders and teachers are beginning to reflect on aspects of *Te Whāriki*, the early childhood curriculum, to inform the teaching programme and are in the early stages of identifying priorities for children's learning.

- Assessment and planning for children's learning reflects the valued outcomes in *Te Whāriki*, and takes account of whānau aspirations, Māori dispositions, and intentional teaching strategies. Children's individual languages, cultures, and identities are not visible in the enacted curriculum.
- Assessment records show how teachers support children of all ages in developing their social and emotional skills. ERO observed intentional teaching strategies being used effectively to positively reinforce aspects of children's behaviour.
- Teachers are responsive to infants' and toddlers' cues, signals, and developmental milestones. Older children are confident, capable, and curious; however, they require extension and complexity within the curriculum and resources to support their learning.

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

Conditions to support leaders and teachers to build their professional knowledge and capability are not established.

- Opportunities for leaders and teachers to develop their professional knowledge and expertise have been limited. The new manager has identified priority areas for teachers to grow their understanding and teaching practice; however, these areas are not yet formalised.
- Systems and processes to support leaders and teachers in evaluating the impact of the curriculum on children's learning outcomes have not been established. The implementation of a bicultural curriculum requires improvement.
- A professional growth cycle to support leaders' and teachers' ongoing development and growth is not in place.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leadership is in the early stages of developing a positive working environment.

- A clear focus on building team culture and relational trust is evident.
- There is evidence of the manager's capability and understanding in developing a team culture focused on collaboration.
- Leaders are in the early stages of providing distributed leadership opportunities. Aspects of health and safety are prioritised to support teachers' understanding of practices aligned with regulatory requirements.

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

Those responsible for governance have not fully established plans and priorities for improvement.

- The manager has implemented strategies to gather useful information to develop a positive working environment and inform decision-making.
- An annual plan sets the direction for the calendar year.
- Systems to promote ongoing improvement are not yet in place, including those related to scheduling regular review of the service's policies and procedures.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of CountryLife Early Education 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?

CountryLife Early Education will include the following actions in its quality improvement planning:

- Improve the curriculum to add complexity to and extend older children's learning; to promote a bicultural approach; and to reflect children's individual languages, cultures, and identities.
- Develop and implement a professional growth cycle to build leaders' and teachers' knowledge and capability.
- Create and implement a policy review cycle with whānau contributions.

### 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)

1 May 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	35 children, including up to 8 aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 15%; NZ European/Pākehā 75%; Scottish 5%; Sri Lankan 5%
Service roll	20
Review team on site	February 2025
Date of this report	1 May 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 2022; 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)*.

	<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.