



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Riverglade Childcare

Profile Number: 46629

Location: Paeroa

1 ERO's judgement of Riverglade Childcare 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

Riverglade Childcare (previously known as Kids Collective Paeroa) is one of three services under the same ownership. A manager oversees operations across the group and a centre manager has responsibility for curriculum leadership at this service. The service provides for different age groups of children in two rooms. There have been significant leadership and team changes. The philosophy prioritises supporting children to build respect and empathy for others and the environment.

4 Progress since the previous ERO report

In 2023 the service changed ownership and was re-named. Those responsible for governance have implemented processes that maintain compliance with regulatory standards as found during ERO's previous report in 2021. The service has focused on building capability across the teaching team, as well as establishing operational systems and processes.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a curriculum that reflects aspects of *Te Whāriki*, the early childhood curriculum.

- Children experience an environment where there are some opportunities for exploration that supports their creativity in a play-based curriculum. Variable teaching practices hinder the ability of the teaching team to respond to all individual children's needs and preferences.
- The learning outcomes in *Te Whāriki* are yet to be reflected or intentionally responded to in assessment of children's learning. Parents' aspirations for their child's learning are gathered but are yet to consistently inform planning for children's learning.
- Some relevant cultural events are acknowledged. The cultures and languages of children are not yet reflected within assessment records.

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

Leaders and teachers are beginning to work together to design a curriculum that increasingly reflects *Te Whāriki*.

- Leaders and teachers have identified they need to access purposeful professional development to build teachers' and leaders' knowledge of good teaching strategies and curriculum provision, including developing a shared understanding of the valued learning outcomes in *Te Whāriki*.
- There is variability in teaching practices across the teaching team in responding to children's developing social and emotional competencies and in provision of a responsive curriculum for children.
- Useful professional growth cycles are being established to inform teachers' professional learning. These are yet to be consistently implemented by all teachers.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are in the beginning stages of establishing the conditions to support improved professional knowledge and teaching capability, and to help grow the cultural competence of teachers to design and implement the curriculum.

- Leaders are taking steps to provide some professional learning to promote growth. The impact of this on children's learning is yet to be realised.
- Internal evaluation practices are not yet well understood and external support has previously been helping this process to become established. Leaders acknowledge significant staff changes have hindered progress.
- Leaders have self-identified many areas for improvement. Planning is established to improve systems and advance improvement goals, although progress is yet to be realised.

Stewardship through effective governance and management | Te Whakaruruhau

The organisation's planning and priorities for improvement have been established.

- The financial viability of the service has been prioritised by governance. This has resulted in the temporary reduction of measures to support the participation and inclusion of children and their families.
- Governance has prioritised appointing leadership to oversee service operations. Relational trust between leaders and teachers is being established.
- Leaders alongside governance are yet to prioritise resourcing that sufficiently supports children learning, and that allows for children's self-direction and opportunities for complex play to challenge older children.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Riverglade Childcare 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?

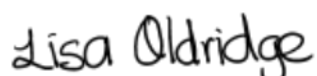
Riverglade Childcare will include the following actions in its quality improvement planning:

- Consistently implement professional growth cycles to help all leaders and teachers to build their knowledge of good teaching strategies and how children learn, including ways to appropriately promote children's developing social competence.
- Increase children's accessibility to a range of resources and experiences through an intentionally planned curriculum that supports their learning and complex play.
- Build the capability of leaders to manage review and evaluation systems and to have a clear focus on planned improvements and to better support positive outcomes for children.

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)

29 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	80 children, including up to 30 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 19%, NZ European/Pākehā 69%, other Ethnicities 12%
Service roll	42
Review team on site	November 2024
Date of this report	29 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, June 2021; Education Review, June 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.