

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Green Leaf Early Learning

Profile Number: 65161

Location: Richmond, Nelson

1 ERO's judgement of Green Leaf Early Learning 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

Green Leaf Early Learning is a privately-owned service governed by the owner. The service was previously known as Paula's Preschool Richmond. Children play and learn in a mixed-age environment. A newly appointed team leader and administration manager oversee the day-to-day running of the service. Since the previous ERO evaluation there have been significant staff changes, including changes in leadership roles. The service philosophy prioritises child-led play and teacher-led learning.

4 Progress since the previous ERO report

The June 2021 ERO report identified four improvement actions relating to: strengthening and embedding the assessment, planning and evaluation processes to intentionally evaluate the effectiveness of teaching on outcomes for children; determining how to work in partnership with parents, families, whānau Māori and Pacific communities to determine what education success means for them; strengthening the localised curriculum to reflect places of significance to mana whenua Māori; and continuing to build collective capability and monitor the implementation of improvement actions to evaluate the impact and effectiveness on outcomes for children. Limited progress has been made in relation to these actions, and several aspects remain areas for improvement.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service curriculum does not sufficiently reflect the depth of *Te Whāriki*, the early childhood curriculum, to enable teachers to consistently and effectively support children's learning progression.

- Teachers mostly supervise children who follow their interests and learn through free play. It is a priority for leaders to build teachers' capability to implement intentional teaching strategies that effectively support children in meeting their identified learning priorities.
- Teachers are in the early stages of using a newly developed assessment, planning, and evaluation system to identify priorities for children's learning and support their progress. Leaders are currently developing guidelines to support implementation across the service.
- The environment supports children's sensory and physical play. Infants and toddlers have frequent opportunities to learn alongside older children.

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

Leaders have not yet created a clear plan for providing professional learning and development that responds to teachers' needs.

- Leaders are in the early stages of developing a professional growth cycle to build teachers' knowledge and capabilities. Currently, leaders and teachers do not engage in professional learning and development to support their growth.
- Staff meeting minutes show that the teaching team is in the early stages of sharing information about children's interests and wellbeing.
- Leaders and teachers are not yet integrating te reo Māori and tikanga Māori into their day-to-day teaching practice to foster an inclusive and culturally responsive learning environment.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Conditions to grow leadership capability and support quality teaching are not yet established.

- Leaders have not yet had access to relevant support and professional learning to build their leadership capability.
- The newly appointed team leader is in the early stages of establishing a teaching team and supporting the development of relational trust.
- Leaders currently undertake self-review of aspects of the curriculum, but they have yet to determine the impact of their teaching practice on outcomes for learners.

Stewardship through effective governance and management | Te Whakaruruhau

Governance and management have yet to consult with parents, whānau, and families to develop the service's goals, plans and priorities for learning.

- Planning and priorities for improvement are yet to be established. The service philosophy was recently developed by leaders without input from parents or whānau.
- Formalised roles and responsibilities for the newly appointed leaders are not yet in place. Governance holds regular, documented meetings with leaders to discuss aspects of health and safety, staffing, and curriculum.
- Those responsible for governance do not have sufficient knowledge and understanding of compliance and regulatory standards necessary to ensure minimum standards are met.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Green Leaf Early Learning 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 Areas of Concern

ERO found areas of concern in the service relating to:

- undertaking notifiable fire drills and reporting them to Fire Emergency New Zealand at intervals of no more than 6 months apart.
- undertaking daily hazard checks which include, but are not limited to, all hazards detailed in the licensing criteria; ensuring that hazards to the safety of children are eliminated, isolated and minimised; implementing and maintaining a documented risk management system.
- maintaining illness records that consistently include the child's name, date, time and description of the illness, actions taken and by whom, and evidence that parents have been informed.

Licensing Criteria for Early Childhood Education and Care Centres 2008, HS4, HS12, HS27.

9 Where to next for improvement?

Green Leaf Early Learning will include the following actions in its quality improvement planning:

- Improve leadership capability to better support the teaching team in building a shared understanding and effectively implementing intentional teaching strategies.
- Improve the knowledge and understanding of those responsible for governance and management regarding early childhood regulatory requirements and licensing criteria, ensuring they are consistently met and monitored.

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)

19 May 2025

10 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	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 43%; NZ European/Pākehā 79%; Indian 14%
Service roll	14
Review team on site	February 2025
Date of this report	19 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, 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.