

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Greytown Early Years Incorporated

**Profile Number:** 60284

**Location:** Greytown

1 ERO's judgement of Greytown Early Years Incorporated 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

Greytown Early Years Incorporated is a community based not-for-profit early childhood service operating under an incorporated society governance structure. The Board is made up of parents/whānau, staff and members of the community. A new centre manager and person responsible share responsibility for leading and managing the service. There have been considerable staffing changes since the last ERO review.

## 4 Progress since the previous ERO report

ERO's 2022 Akanuku | Assurance review identified non-compliances with licensing requirements. Areas of non-compliance have been addressed, with support from the Ministry of Education. Ongoing monitoring of compliance is helping to maintain regulatory standards in the service.

## 5 Learning Conditions

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

The service curriculum is intentional and responsive; it reflects the depth and breadth of *Te Whāriki*, the early childhood curriculum.

- Respectful relationships between parents, whānau and teachers are established to guide children's learning. Reflection of children's culture, language and identity in assessment, planning and evaluation is a professional learning priority.
- Teachers use a range of intentional strategies to support children's learning and development. Children's social competence and emotional wellbeing is fostered through trusting relationships with teachers and successful transitions into and through the service for children.
- Assessment and planning processes are still being implemented. Teachers are yet to develop a shared understanding of how well the learning outcomes of *Te Whāriki*, are being used to show children's progress and learning over time.

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

The service is establishing the conditions to support leaders' and teachers' capability to design and implement a rich curriculum.

- Leaders and teachers have access to external support to improve their professional knowledge of curriculum, pedagogy and assessment for learning. Children's needs and preferences are a priority.
- Te reo Māori and tikanga Māori values and practices are modelled as part of daily routines and foster a sense of belonging for children, parents and whānau.
- A professional growth cycle is in the early stages of being implemented. This includes an expectation to evaluate how changes in teaching practice impact on the outcomes for individual and groups of learners.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders have a clear focus on the provision of quality teaching and continue to build relational trust with the teaching team to enact priorities for improvement.

- Leaders are accessing professional development and learning that responds to the needs of each teacher and the team. They are in the early stages of monitoring quality teaching practices and evaluating the impact on learners.
- Leaders work collaboratively to enact the services philosophy, values and priorities. The service's values and principles are evident in assessment and teaching practices.
- A commitment to mana whenua and te Tiriti o Waitangi is evident in the service's values.

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

Governance and management facilitate a strong sense of community that contributes to broader educational experiences for children and their sense of belonging.

- A recently reviewed service philosophy is reflected in decision-making and teaching practice.
- Equity of access and participation for children and their families is well considered.
- Shared knowledge and understanding of internal evaluation at all levels of the service is in the early stages of development. Governance is yet to monitor and evaluate the progress and impact of changes made in relation to the strategic goals and priorities.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Greytown Early Years Incorporated 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?

Greytown Early Years Incorporated will include the following actions in its quality improvement planning:

- Build teachers collective knowledge and use of the learning outcomes in *Te Whariki* in relation to identifying children's progression of learning.
- Strengthen monitoring and evaluating of the strategic goals and priorities to know what impact progress and changes have made, in relation to valued learner outcomes.

### 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)

5 June 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	26 children, including up to 6 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 22%; NZ European/Pākehā 58%; Cook Island Māori 3%, Scottish 3%, other ethnicities 28%
Service roll	36
Review team on site	24 February 2025
Date of this report	5 June 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, December 2022; Education Review, February 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.