



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Glenbrae KIDS Early Learning Centre

Profile Number: 46696

Location: Glen Innes, Auckland

1 ERO's judgement of Glenbrae KIDS Early Learning Centre 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
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## 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

Glenbrae KIDS Early Learning Centre is privately owned and operates in a purpose-built building. The owners provide governance and administration. A centre manager guides the curriculum and leads the teaching team. The service has developed learning priorities in conjunction with children, parents and whānau which place value on aroha (love), manaakitanga (respect), whakauru (inclusion) and kanorau (diversity).

## 4 Progress since the previous ERO report

ERO's 2021 Akarangi | Quality Evaluation Report identified two key next steps for the service. Good progress has been made with how the service is using evaluation findings to monitor progress relating to strategic goals and intentions, and to identify and remove barriers and inequities for their children and community. Limited progress has been made in relation to strengthening planning processes to show the breadth, depth and complexity of children's learning and capabilities. Leaders have identified this is an area of continued growth and improvement for the service.

## 5 Learning Conditions

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

The service curriculum is inclusive and reflects the depth and breadth of *Te Whāriki*, the early childhood curriculum.

- Teachers are positive, respectful and responsive in their practices. These practices lead to calm and unhurried play-based environments where children have time and space to make choices.
- Māori and Pacific children and their whānau have opportunities to contribute to the curriculum through cultural celebrations and events. Their contributions support children's connections to their cultural identity.
- Assessment practices capture children's interests and describe what children are doing. Teachers use the strands and goals of *Te Whāriki*, however they do not consistently evaluate children's learning progress over time, in relation to the learning outcomes of *Te Whāriki*.

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

Leaders have established the conditions to support teachers to build their professional knowledge and cultural competency.

- Leaders and teachers develop professional knowledge and cultural competence. They are increasingly engaging with parents and whānau and use their skills to provide a responsive curriculum for all learners.
- Teachers are given mentoring and coaching support designed to increase their professional knowledge and capability. Records do not yet show how critical feedback or evaluation supports the growth of teaching practices or improved outcomes for learners.
- A useful and systematic evaluation process has been implemented with a focus on improvement. Teachers are not yet evaluating the impact of changes and improvements on outcomes for children.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leaders recognise the importance of child, parent and whānau perspectives and draw on these to inform priorities for the service.

- Leaders work collaboratively to enact the philosophy, vision and plans for improvement. High relational trust supports risk taking and collective accountability.
- Leaders have identified barriers to learning for children. Inclusive practices and equitable opportunities and experiences support children to be successful learners.
- Leaders advocate for children, staff, families and whānau and the wider community. Policies and procedures are regularly reviewed in line with the goals of the service.

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

A focus on enhancing social and educational outcomes for children and whānau is the primary consideration in governance decision-making.

- The strategic recruitment of teachers reflects the cultural diversity of the community. A range of strategies that remove barriers to children's participation in early childhood education support equitable and broader educational outcomes for children.
- Relational trust at every level supports collaboration and risk taking. This contributes to a low turnover of teachers which enables secure relationships and positive interactions between adults and children.
- Management and leadership work collaboratively with relevant agencies and community organisations to support broader social outcomes for children and their whānau.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Glenbrae KIDS Early Learning Centre 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?

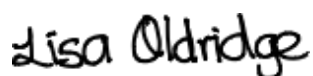
Glenbrae KIDS Early Learning Centre will include the following actions in its quality improvement planning:

- Evaluate how well changes to teaching practices and improvements to curriculum have made a difference to outcomes for children.
- Evaluate children's learning and progress overtime in relation to the valued learning outcomes in *Te Whāriki*.

#### 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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Director of Early Childhood Education (Acting)

5 June 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	60 children, including up to 10 aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 9%; Samoan 26%; Tongan 24%; Niuean 10%; NZ European/Pākehā 9%; Cook Island Māori 8%; Asian 6%; Latin American 4%; other ethnic groups 5%.
Service roll	50
Review team on site	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>	Akarangi   Quality Evaluation, May 2021; Education Review, August 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)*.

	<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.