

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: McKenzie Centre

Profile Number: 34028

Location: Hamilton

## 1 ERO's judgement of McKenzie 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

## 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

McKenzie Centre, part of the Enrich Group, provides early intervention and support for children up to school age with developmental delay or disability. Children, their siblings and whānau attend weekly sessions alongside a team of educational and health professionals. The service's purpose and values are to realise a child's potential through care, respect and partnerships with children, whānau and the community. Since ERO's previous review, a new executive director was appointed.

## 4 Progress since the previous ERO report

ERO's 2023 Akanuku | Assurance Review identified one area of non-compliance. Good progress has been made to meet and maintain regulatory compliance. Systems are established to support ongoing monitoring by leaders.

## 5 Learning Conditions

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

Reciprocal learning-focused partnerships between the service's health and educational staff and whānau enrich and extend children's progress and learning.

- Highly effective processes are used to collect, share and document parent's goals for their child, both formally and informally. These contribute to ongoing assessment and evaluation of learning to aid each child's learning journey.
- Purposeful workshops for parents, provided by teachers or health professionals, promote a shared understanding of each child's specific, specialised care and developmental needs. Home visits and individual plans shared in each child's other early learning setting promote consistency, continuity and a community of care.
- Children are very well supported in a play-based environment that fosters their decision-making, choice and independence. Identified group learning priorities and consistent use of intentional teaching strategies effectively enable learning and progression for children.

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

Effective collaboration amongst leaders, teachers and health professionals sustains and builds professional knowledge and expertise to design and implement a highly responsive and rich curriculum for children.

- Opportunities for staff and health professionals to receive and facilitate professional learning enable teachers, leaders, parents and support personnel to grow their capabilities. These practices assist knowledge building and promote a shared understanding about children's learning and progress.
- Professional growth cycle practices for teachers are embedded. Teachers' development is fostered to purposefully contribute to specialist and individualised learning for children in this service.
- Most teachers demonstrate good understanding of children's cultural identity, make connections through the curriculum and develop te reo Māori resources to meet children's learning needs. Where appropriate, Māori and Pacific valued ways of knowing, being and doing are not yet reflected well through curriculum planning and assessment.

## **6 Organisational conditions**

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

Leaders continue to implement conditions that enable collaboration for improvement.

- Leaders' purposeful mentoring supports continuous guidance and growth for teachers and support personnel.
- The new leader is growing their knowledge of the service's systems and processes. Review and internal evaluation practices are established, leading to some positive outcomes for children's learning, and leaders are beginning to consolidate the written evaluation process to show this more clearly.
- Leadership practices and expertise effectively enable the collective enactment of the service's vision, philosophy and priorities.

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

Systems, processes and practices that promote equitable access for all children in the service are enacted by governors and managers.

- Regular, shared reporting systems and specific employment practices facilitate additional layers of support for whānau, children and their ongoing health and wellbeing needs.
- Practices for gathering parent voice and collaborative networked partnerships with external agencies are embedded. These promote equity and inform decision-making that focuses on provision for children.
- The service's strategic plan, which is nearing its end, has not been monitored or revisited. This was originally developed with contributions from some stakeholders.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of McKenzie 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?

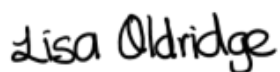
McKenzie Centre will include the following actions in its quality improvement planning:

- Purposefully consider, alongside whānau, children's cultural contexts and incorporate culturally valued dispositions into curriculum planning and assessment, particularly for Māori and Pacific children.
- Improve documentation related to the internal evaluation process to consistently show the extent to which changes to practice are contributing to improved learning outcomes for children.
- Intentionally gather all stakeholder voices to redevelop the service's strategic priorities, inclusive of teaching and learning needs.

#### 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)

16 July 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	35 children, including up to 5 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 39%, NZ European/Pākehā 59%, Asian 8%, Samoan 5%, Tongan 5%, Niue 3%, other ethnic groups 2%
Service roll	96
Review team on site	May 2025
Date of this report	16 July 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, July 2023; Education Review, January 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.