



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: YMCA Community Early Years Learning Centre

Profile Number: 46853

Location: Whanganui

1 ERO's judgement of YMCA Community Early Years 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

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

YMCA Community Early Years Learning Centre is a community-based service administered by YMCA Central. A centre manager, supported by an area manager, oversees the daily operations of two aged-based areas. The philosophy embraces the values of atawhaitia (caring), whakanui i te tangata (respect), te whakapono (honesty) and te awenga atu (responsibility) with a positive focus on relationships.

4 Progress since the previous ERO report

The May 2023 ERO Akanuku | Assurance Review identified non-compliance with the regulatory standards. These were quickly addressed by the service with support from the Ministry of Education. The service has maintained and met the regulatory standards through regularly monitoring their systems and processes.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a purposeful learning environment that challenges them to explore and to become fully involved in a variety of learning experiences that reflects their individual preferences.

- Children's independence and sense of belonging are supported as they lead their learning in a well-considered, calm and unhurried environment.
- Teachers actively encourage children to explore and engage with their environment. Supporting children's social-emotional competence through encouragement and praise fosters tuakana (older) and teina (younger) relationships that value each child's identity as a learner.
- Teachers respectfully respond to children's interests and developing capabilities through a range of strategies that support children to achieve their learning goals. Regular gathering of parents' goals for their child informs teachers of the child's whole life context, adding value to assessment and planning.

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

Leaders and teachers continue to build their knowledge and cultural competence to design and implement a responsive curriculum for all children.

- Leaders and teachers increasingly demonstrate their growing competence with te reo Māori and implementation of tikanga Māori. They are yet to build shared understanding of each child's cultural identity as a learner and use this to plan a curriculum that reflects their ways of being and doing.
- Leaders and teachers access professional learning and share their professional knowledge across the team.
- Through professional growth cycle processes, teachers and leaders reflect on and review how their teaching practices support children's learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work collaboratively and use a range of quality improvement approaches to enact the services' vision, philosophy and priorities for learning.

- Review and inquiry are regularly used to identify changes required to promote the service's philosophy and priorities. A shared understanding of evaluation for improvement is not yet in place.
- High levels of relational trust across the service fosters collective responsibility for the operations. Teachers have opportunities for leadership based on areas of strength and interest.
- Professional accountability for the learning and wellbeing of children is clearly promoted.

Stewardship through effective governance and management | Te Whakaruruhau

Positive and equitable opportunities for children and their whānau are fostered by decision making which places children at the centre.

- Parent and whānau goals for their children are well reflected in the organisation's strategic priorities and the service's priorities for children's learning.
- Governors and managers identify and act to remove barriers to children's access and participation in the service. The wider organisation provides wrap around support for the service's whānau.
- The organisation is taking steps to uphold the partnership inherent within Te Tiriti o Waitangi. A range of initiatives are in the early stages of implementation.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of YMCA Community Early Years 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?

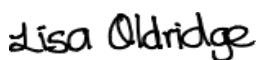
YMCA Community Early Years Learning Centre will include the following actions in its quality improvement planning:

- Deepen teachers understanding of each child's learner identity, including their cultural connections, to better respond to these through curriculum planning and assessment.
- Undertake professional learning to build collective understand of how to do and use evaluation for improvement and begin to measure the impact of changes made on 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)

3 July 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	59 children, including up to 30 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 26%, NZ European/Pākehā 42%, Fijian 4%, South African 5%, Vietnamese 4%, other Pacific 2%, other ethnic groups 18%.
Service roll	59
Review team on site	May 2025
Date of this report	3 July 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, May 2023; Akanuku Assurance Review, February 2022

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.