



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Gracefield Early Childhood Centre

Profile Number: 60219

Location: Lower Hutt

1 ERO's Judgements

[Akarangi | Quality Evaluation](#) evaluates the extent to which this early childhood service has 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 \(PDF 3.01MB\)](#) are the basis for making judgements about the effectiveness of the service in achieving equity and excellence for all learners. [The Akarangi Quality Evaluation Judgement Rubric \(PDF 91.30KB\)](#) derived from the indicators, is used to inform the ERO's judgements about this service's performance in promoting equity and excellence.

ERO's judgements for Gracefield Early Childhood Centre are as follows:

Outcome Indicators	ERO's judgement
What the service knows about outcomes for learners	Whāngai Establishing

Ngā Akatoro Domains	ERO's judgement
He Whāriki Motuhake The learner and their learning	Whāngai Establishing
Whakangungu Ngaio Collaborative professional learning builds knowledge and capability	Whāngai Establishing
Ngā Aronga Whai Hua Evaluation for improvement	Whāngai Establishing
Kaihautū Leaders foster collaboration and improvement	Whāngai Establishing
Te Whakaruruhau Stewardship through effective governance and management	Whāngai Establishing

2 Context of the Service

Gracefield Early Childhood Centre is an all-day community-based service. A committee of parents is responsible for governance. The day-to-day management role is undertaken by a manager who is supported by three team leaders. Most teachers are qualified and certificated. Many of the staff have been employed at the service for several years.

3 Summary of findings

Children participate in a play-based curriculum that is responsive to their emerging interests. Teachers know children well, and work alongside them supporting and extending their learning. Children's social competence and wellbeing are promoted by responsive and supportive teachers. Trusting relationships are evident between children and teachers, which contribute to children's sense of belonging and their developing confidence when expressing their feelings and ideas.

Provision for infants and toddlers is sensitively designed. They are encouraged to explore, investigate freely, and play and learn alongside of their peers. Interactions are gentle, nurturing, and respectful.

The commitment expressed in the centre's philosophy, related to Te Tiriti o Waitangi-based practices, is not yet suitably enacted. The curriculum does show that aspects of tikanga Māori are practiced, waiata are sung and there is some use of te reo Māori.

Children's knowledge and appreciation of diverse cultures is promoted through the physical environment, use of home languages and special events. Parents and children are invited to share aspects of their culture as part of the curriculum. This encourages an inclusive community where everyone enjoys a sense of value.

Recent positive changes to promote a shared and affirming approach to assessment across the service are working well. Narrative assessment provides parents with information about their child's interest, participation in their programme and aspects of learning. However, information about children's progress is not always explicit and use of the learning outcomes should be used in a more meaningful way.

Leaders are considering how they will develop a localised curriculum. Prioritising this work while giving greater emphasis to places of significance for local Māori, and the learning outcomes from *Te Whāriki*, the early childhood curriculum should assist leaders in determining the priorities for children's learning. Once developed, aligning these to key organisational documents will be required to promote ongoing progress towards key goals.

Self-review is ongoing, responsive, and generally results in some improvement. A useful framework for internal evaluation is in place. However, understanding and use of the process requires further development.

The management committee provides good oversight for centre operation. However, alignment of organisational factors such as long-term planning, appraisal, internal evaluation and management reporting has yet to be achieved to more strongly lead and sustain improvement over time.

4 Improvement actions

Gracefield Early Childhood Centre will include the following actions in its Quality Improvement Planning. These are to:

- develop, in consultation with parents and whānau, a localised curriculum to determine the agreed priorities for the centre. These priorities should then be reflected through teaching practice and the experienced curriculum
- embed the use of te reo Māori throughout the curriculum in meaningful ways
- deepen the analysis of children's learning to determine what is significant and use this information to inform ongoing planning and to better highlight progress over time.

5 Management Assurance on Legal Requirements

Before the review, the staff and management of Gracefield Early Childhood Centre completed an *ERO Centre 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 systems for managing the following areas that have a potentially high impact on children's wellbeing:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; hygiene; excursion policies and procedures)
- suitable staffing (including qualification levels; police vetting; teacher registration; ratios)
- evacuation procedures and practices for fire and earthquake.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.

6 Actions for Compliance

Since the onsite visit the service has provided ERO with evidence that shows it has addressed the following non-compliances:

- all children's workers who have access to children are safety checked in accordance with the *Children's Act 2014*
- the assessment and management of risks is undertaken prior to the excursion
- evidence that parents being informed of any accidents that occurs for their child in the centre.

Licensing Criteria for Early Childhood Education and Care 2008, GMA7A, HS717, HS27.



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Southern Region | Te Tai Tini

8 September 2021

7 About the Early Childhood Service

Service type	Education and care service
Number licensed for	38 children, including up to 10 aged under 2.
Percentage of qualified teachers	80-99%
Service roll	47
Ethnic composition	Māori 8, NZ European/Pākehā 26, Pacific 4, Other ethnic groups 9.
Review team on site	July 2021
Date of this report	8 September 2021
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, September 2017; Education Review, September 2014.