



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Learning Links Horowhenua

Profile Number: 50051

Location: Levin

## 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](#) are the basis for making judgements about the effectiveness of the service in achieving equity and excellence for all learners. Judgements are made in relation to the Outcomes Indicators, Learning and Organisational Conditions. The [Evaluation Judgement Rubric](#) derived from the indicators, is used to inform ERO's judgements about this service's performance in promoting equity and excellence.

ERO's judgements for Learning Links Horowhenua are as follows:

|   |                      |
|---|----------------------|
| <b>Outcome Indicators</b><br>(What the service knows about outcomes for learners) | Whakaū Embedding     |
| <u>Ngā Akatoro Domains</u>  |                      |
| <b>Learning Conditions</b>  | Whāngai Establishing |
| <b>Organisational Conditions</b>  | Whakaū Embedding     |

## 2 Context of the Service

Learning Links Horowhenua is one of nine childcare services under the governance of Learning Links Childcare Limited. The service has a new centre manager. Almost half of the children attending are Māori, and a small number have Pacific heritages. The centre philosophy aspires to develop every child to reach their full potential.

### 3 Summary of findings

Children learn through a curriculum that promotes their social and emotional wellbeing. They have opportunities to explore and be challenged. Infants and toddlers play and lead their own learning within a calm, slow-paced environment. Their verbal and non-verbal cues are responded to. Plans for children requiring additional support are inclusive of their identified needs. Children's sense of belonging is prioritised.

An increased focus on cultures, languages and identity has contributed to the visibility of te reo Māori and tikanga Māori in the environment. Children can hear and see some te ao Māori in day-to-day activities. Most cultures are regularly celebrated. Some Pacific resources are accessible to children. The service has recognised a need to deepen relationships with Pacific families to support their children's needs.

Teachers use effective assessment, planning and evaluation to identify the individual needs of children, and priority is given to oral language. They work in partnership with parents and provide opportunities to learn about the local environment. Children confidently share their ideas and express themselves.

Internal evaluation to support ongoing improvement is established. Professional discussions, reflective practice and feedback are actively encouraged. Further development is needed to understand how well changes in practice are improving outcomes for individuals and groups of children.

Leaders and those responsible for governance have developed robust systems and processes that promote equitable access to learning. They actively seek out parent and whānau feedback to support the wellbeing of all children. Trust and collaboration between teachers, leaders and those with roles in governance support decision making. Professional development focuses on building the capability of leaders and teachers.

### 4 Improvement actions

Learning Links Horowhenua will include the following actions in its Quality Improvement Planning:

- Develop relationships with Pacific families to deepen knowledge and increase teacher capability to respond to the cultures, languages and identity of Pacific children.
- Strengthen the monitoring of improvement actions and the evaluation of their impact on children's outcomes.

### 5 Management Assurance on Legal Requirements

Before the review, the staff and management of Learning Links Horowhenua 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 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; safety checking; teacher registration; 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.



Patricia Davey  
Director of Early Childhood Education (ECE)

6 November 2023

## 6 About the Early Childhood Service

|   |  |
|---|--|
| Service type  | Education and care service   |
| Number licensed for   | 38 children, including up to 15 aged under 2                               |
| Percentage of qualified teachers  | 80-99%   |
| Service roll  | 46   |
| Review team on site   | July 2023  |
| Date of this report   | 6 November 2023  |
| Most recent ERO report(s)<br>These are available at<br><a href="http://www.ero.govt.nz">www.ero.govt.nz</a> | Akanuku   Assurance Review, February 2020; Education Review, November 2016 |