



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Havelock North Family Centre

Profile Number: 47518

Location: Havelock North

1 ERO's judgement of Havelock North Family 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

Havelock North Family Centre is privately owned and is one of three services under Spring Education Limited. A group manager has delegated roles and responsibilities for the daily management of its services. The new general manager has oversight of teaching and learning and works alongside team leaders and teachers in their service. There have been significant staffing changes including leadership across the organisation. At this service there has been a new team leader and team since the last ERO review.

The philosophy is based on manaakitanga, aroha and whanaungatanga where relationships are built through trust and respect for all learners.

## 4 Progress since the previous ERO report

The 2023 Akarangi | Quality evaluation, identified two quality improvements: to further engage whānau Māori in the design and development of the curriculum to reflect their ways of knowing, being and doing to further support tamariki Māori success as Māori, and to continue to build a shared understanding of evaluation processes to identify how well the curriculum is supporting children to progress in terms of the learning priorities and valued outcomes from Te Whāriki, the early childhood curriculum.

Limited progress has been made in both areas of improvement actions identified. While the service has maintained a bicultural curriculum and some teachers have grown their cultural responsiveness, efforts to further engage whānau Māori in the design and development of the curriculum remain at an early stage. Staff changes and the formation of a new teaching team have impacted collective progress. The strategic plan reflects an ongoing commitment to culturally responsive practices, which are evident in the environment, teaching practices, and assessment. Some teachers have advanced their own skills, knowledge, and abilities through professional growth goals, which are role modelled alongside their colleagues.

Similarly, progress in building a shared understanding of evaluation processes is still developing. Leaders and teachers are yet to establish a collective approach to internal evaluation that enables them to understand the impact of curriculum decisions on learner outcomes.

## 5 Learning Conditions

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

Children's learning and development is purposefully supported through a responsive and intentional curriculum that is consistent with *Te Whāriki*.

- Children lead their own learning and are given time and space to revisit their interests, making sense of their world through play in an unhurried environment. Older children advocate for their peers through supportive tuakana-teina relationships.
- Teachers meaningfully respond to children's oral language and communication through questioning, scaffolding, modelling, facilitating and coaching children within the play-based context. Te reo Māori and tikanga Māori are meaningfully reflected throughout the environment and routines.
- Early literacy is evident through regular storytelling and repetition, waiata, visual and printed matter. Older children have opportunities to take leadership roles and responsibilities that promote their developing confidence and self-esteem.
- The newly implemented planning process is yet to be embedded in practice by teachers to support them to know the effectiveness of their teaching and how they are progressing all children's learning.

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

Children's learning is supported by leaders' and teachers' participation in relevant professional learning and development aligned to children's wellbeing and service priorities.

- Leaders and teachers take responsibility for their own professional learning and development.
- Professional growth cycles for leaders and teachers are improvement focussed with teaching goals aligned to service-wide priorities.
- Leaders work collaboratively with teachers to provide consistency of understanding and implementation of assessment that responds to children's progress of learning.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders have created a culture of professional trust and enact the service's vision, priorities and philosophy well.

- Relational trust between leaders, teachers and parents contributes to a positive learning community that enhances children's sense of belonging.
- Leaders advocate for and alongside children and their families to ensure all children have access to quality inclusive education and care.
- Leaders and teachers are building their collective understanding of effective evaluation for improvement. They are yet to use evaluation to know the impact of changes in teaching on individuals and groups of children.

Governance and management work collaboratively to enhance the organisation's strategic direction, providing opportunities and actively seeking input from parents to enhance educational outcomes for all children.

- An organisational wide strategic plan has been implemented to set the direction and annual goals. Leaders are yet to consistently monitor or evaluate the impact the strategic goals have had for children's learning.
- Governance and leaders enact the principles of equity through reducing barriers for children to participate and engage in early childhood education.
- Stewardship prioritises children's learning and wellbeing as primary considerations in resourcing and decision-making across all levels of the organisation.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Havelock North Family 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?

Havelock North Family Centre will include the following actions in its quality improvement planning:

- Build a shared understanding of how to reflect service priorities and *Te Whāriki* through planning and assessment.
- Improve curriculum planning through identification of intentional teaching strategies to progress children's learning goals.
- Build the capability of leaders and teachers to evaluate how effective teaching strategies and changes to teaching practice have been, including what has worked and not worked, for which individuals and groups of 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*

Lisa Oldridge  
Director of Early Childhood Education (Acting)

28 October 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, including up to 32 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 10%, NZ European/Pākehā 99%
Service roll	25
Review team on site	August 2025
Date of this report	28 October 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, January 2023; Akanuku   Assurance Review, October 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.