

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Daystar Early Learning Centre

Profile Number: 20039

Location: Auckland

1 ERO's judgement of Daystar Early 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

Daystar Early Learning Centre is a 'not for profit' church-based service with a focus on serving the community through quality education and care. An experienced centre leader guides a teaching team of four qualified staff and an administrator. Of those enrolled a small number identify as Māori in a community that is culturally diverse.

4 Progress since the previous ERO report

ERO's 2021 and 2017 reports identified high-quality practices and systems have been sustained at this service over time. The 2021 ERO report identified two improvement actions relating to providing increased opportunities for older children to set goals, lead and assess their own learning, and to further develop the professional growth cycle for teachers and leaders to ensure the existing high-quality curriculum is maintained and enhanced for children.

There has been significant progress in the way teachers intentionally plan for and extend learning for older children. Planning and assessment, project studies, discovery learning, and internal evaluation documentation demonstrate a rich, implemented curriculum. Deliberate strategies ensure children are key initiators to the centre programme through their shared ideas, leaderful interactions and self-knowledge. The professional growth cycle has been strengthened through guidance and mentoring. These improvements have further enhanced teachers' professional growth and inquiry into the effectiveness and impact of their teaching practice on children's learning.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Sustained, highly effective systems and processes for knowing about and reporting on the priorities for children's learning in relation to the learning outcomes in *Te Whāriki*, the early childhood curriculum, are well implemented.

- The service is consistently intentional in using learning outcomes in a range of documentation which includes children's assessment records, professional growth cycles, internal evaluation and strategic planning. Children's learning progression is robustly unpacked, highlighting what worked well for whom and why.
- Parents and whānau have ongoing and purposeful opportunities to contribute to the service's curriculum and planning. Their aspirations for their child's learning are regularly reviewed and intentionally used to inform curriculum planning for individuals and groups of children.
- Internal evaluation processes consistently result in enhanced teaching practices and improved outcomes for children. An example is a recent focus on promoting children's social competence and emotional wellbeing that resulted in children increasingly demonstrating the skills to confidently and capably self-manage their interactions with other children.

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

Children's learning is effectively enhanced through teachers' and leaders' engagement in professional learning that contributes to sustained practices and continuous improvement.

- Teachers are highly reflective, inquiring deeply into their practice to increase the effectiveness of their intentional teaching. They make very good use of current research to inform their thinking and professional practice.
- Effectively implemented systems and processes promote collegial collaboration and opportunities to grow professional expertise that impacts positively on teaching practise and increased outcomes for children.
- The service is very well-positioned to share their strengths and professional knowledge. Leaders are yet to explore this within the wider early childhood education community.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Coherent and effective systems and processes result in improvement and impact positively on outcomes for children.

- Leaders work together well to enact the service's vision, plans and priorities for improvement. Regular monitoring and reporting includes how well these goals are enacted, achieved and are contributing to improving the quality of education and care provided for all children
- A shared and distributed leadership model promotes collective responsibilities, relational trust and ongoing teamwork.
- Service conditions effectively extend the existing capabilities of leaders and ongoing improvements to high-quality teaching practices.

Children's learning and wellbeing is prioritised and is pivotal to the service's resourcing and decision making.

- Outcomes for children are effectively supported through the context of learning-focused partnerships with whānau and children. The service works effectively alongside agencies and community organisations to provide wider educational and social outcomes for children and their parents/whānau.
- Coherent conditions enable the service to do and use evaluation for improvement and innovation very well to promote positive outcomes for all children. Evaluation is underpinned by clear systems, processes, practices, tools, methods, resources, trust, seeking and responding to multiple voices and perspectives.
- Those responsible for governance effectively implement the service's human resource policies, procedures and practices. The service has maintained retention of well-qualified leaders and teachers.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Daystar Early 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?

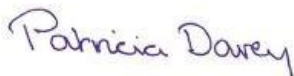
Daystar Early Learning Centre will include the following actions in its quality improvement planning:

- Seek opportunities to share professional knowledge within the early childhood learning community.

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.*](#)



Patricia Davey
Director of Early Childhood Education (ECE)

19 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	35 children over two years of age
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 10%; NZ European/Pākehā 26%; Indian 23%; Chinese 16%; Filipino 13%; Samoan 10%; Latin American 10%; African American 10%; Cook Island Māori 6%; Nepalese 5%; Malaysian 5%; African 5%; Middle Eastern 5%
Service roll	31
Review team on site	September 2024
Date of this report	19 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, February 2021; Education Review, June 2017

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.