



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little Sunbeams Central

Profile Number: 55492

Location: Hastings

1 ERO's judgement of Little Sunbeams Central 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

Little Sunbeams Central is one of two privately owned Kaupapa Māori services situated in Hastings. Two kaiwhakahaere (centre managers) oversee the day-to-day running of both services. Learning priorities of Tino Rangitiratanga, Whānaungatanga, Te Ira Tangata, Mana Orite and Te Hangaitanga are woven through the curriculum and expressed through the interactions, relationships and communication between tamariki, whānau and kaiako. Several staffing changes have occurred since the previous evaluation of this service.

4 Progress since the previous ERO report

The 2021 ERO review identified a key next step to explore ways to further extend the local curriculum through places of significant value to Māori. Good progress has been made through implemented internal evaluation and activities located in te āo Māori to promote positive changes and improvement. Tamariki and whānau experience Matariki, local pūrākau, oriori, waiata, te reo Māori and tikanga rituals.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service's curriculum reflects the intent of Te Tiriti o Waitangi and Te Whāriki, the early childhood curriculum.

- Kaiako intentionally include te āo Māori through teaching practices that foster a sense of wellbeing, belonging and support children's interests, creativity and exploration. Social and emotional development, and use of both New Zealand Sign Language and te reo Māori enhance the communication and engagement of tamariki.
- Tamariki who transition into, from and between the sister centre, have an opportunity to experience consistency of kaiako, respectful relationships and familiar routines and rituals. A sense of belonging for tamariki and their whānau is prioritised.
- Kaiako include parent and whānau aspirations, learning outcomes and intentional teaching strategies to effectively plan and assess for individual learners. Pacific learners, culture, language and identity are yet to be included through the assessment and planning narratives.

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

Kaiwhakahaere have embedded the conditions to build kaiako cultural competence, professional knowledge and expertise to implement a responsive curriculum.

- Professional learning and development is aligned to the service's priorities and strategic direction. Systems and processes are in place to purposefully guide professional practice.
- Kaiako show a commitment to ongoing learning and access a range of professional learning opportunities. These have supported positive outcomes for children.
- A range of reviews have taken place that are change and improvement focused. Teaching as inquiry has yet to be fully implemented to identify and record the learning impacts for individual and groups of learners.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

A range of reviews have taken place that are change and improvement focused. Teaching as inquiry has yet to be fully implemented to identify and record the learning impacts for individual and groups of learners.

- An internal evaluation process has been developed with external support. This has resulted in positive changes to service practices.
- Expectations and opportunities to share and implement new ideas from recent professional learning are implemented. Robust kōrero enables kaiako to collectively and meaningfully reflect on their modified practice.
- The new leadership team continues to strengthen its collaborative process to ensure a cohesive approach for kaiako, tamariki and whānau across the service.

Stewardship through effective governance and management | Te Whakaruruhau

Governance has embedded systems, processes and practices with an increased focus on improved quality provision for children.

- Governance actively seeks the input of all whānau to reflect parents' aspirations and voice within the service's plans and priorities for children's learning and well-being.
- Kaiwhakahaere identify and act to remove barriers to children's access and participation in this service. The learning and wellbeing of tamariki and whānau are key in decision-making.
- Children with additional needs are well supported by a teaching team who work collaboratively with parents/whānau and external agencies.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Sunbeams Central completed and *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?

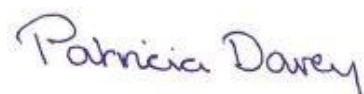
Little Sunbeams Central will include the following actions in its quality improvement planning:

- Fully implement the teaching as inquiry process and record the impact for individuals and groups of learners.
- Continue to refine and build kaiako knowledge of Pacific culture, language and identity and include these in planning and assessment of tamariki individual learning journeys.

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)

6 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children, including up to 2 aged under 2
Percentage of qualified teachers	100%
Ethnic composition Using rounded percentages	Māori 74%; NZ European/Pakeha 4%, Samoan 13%, Cook Island Māori 9%, Tongan 4%, Niuean 4%, Dutch 4%, Australian 4%
Service roll	23
Review team on site	August 2024
Date of this report	6 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, May 2021; Education Review, March 2019

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 organisation 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.