



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: St Clair Corner Infants and Toddlers Centre Ltd

Profile Number: 80057

Location: Dunedin

1 ERO's judgement of St Clair Corner Infants and Toddlers Centre Ltd 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

St Clair Corner Infants and Toddlers Centre Ltd is one of two privately owned early childhood services. A manager is responsible for the day-to-day operations of both services and is supported by an administrator. Children from diverse cultural backgrounds aged three months to two years attend. Since ERO's May 2021 report, there has been significant change to the teaching team including the appointment of a new head teacher.

To support continuity and transition into and through their early learning experience, families have the option of transitioning to the other service located close by.

4 Progress since the previous ERO report

The 2021 ERO report identified three key areas for improvement. These related to strengthening the immersion of te ao Māori and te reo Māori, making visible children's languages, cultures, and identities in assessment documentation, and developing curriculum priorities that included parents' voices.

Significant changes in the leadership and teaching teams have resulted in limited progress being made in these areas.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Infants and toddlers are well supported in a curriculum that recognises and responds to their ages and developing capabilities.

- The social and emotional wellbeing of children are guided by teachers working alongside parents to implement intentional teaching strategies that support individual developmental and learning needs.
- Teachers are responsive to children's non-verbal cues and emerging language to promote oral communication skills in an environment that can be flexibly changed to meet the needs of these groups of children. Planned transitions for infants and toddlers into, through and out of the centre provide continuity for children, their parents, and whānau.
- For some children, the learning outcomes from *Te Whāriki* the early childhood curriculum, are used, to make visible their learning progress overtime.

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

Leaders and teachers are establishing the conditions that support them to build professional knowledge, expertise, and cultural competence to design and implement the service's curriculum.

- Teachers undertake spontaneous review for improvement and use this information to build shared understanding.
- Leaders and teachers regularly inquire into areas of their teaching practice. However, there has not been a full professional growth cycle completed for all teachers.
- The service is yet to evaluate the impact of professional learning on the effectiveness of their teaching practice on outcomes for learners and their learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

High level judgment statement drawing from the improvement framework – admin to delete this prompt.

Leaders are establishing the conditions to develop capability to support quality teaching.

- Leaders are at the early stages of understanding internal evaluation and developing capability to lead their teaching teams through an evaluation for improvement cycle.
- Head teachers are supported through an induction process to learn about their roles and responsibilities, curriculum leadership, and daily operational requirements. These processes require refinement and embedding.
- Leaders have oversight of teacher practice and assessment for learning and provide some formal and informal feedback to teachers. Further work is required to develop agreed expectations for teachers for assessing, planning, and evaluating children's learning progress overtime.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing are considered in resourcing and decision making by management.

- There has been a strong focus on maintaining service operations during a time of significant change in staffing. Currently there are informal ways of knowing which systems and processes are working well or not.
- Management and leaders have re-established processes for consulting with parents, whānau, and families about the services learning priorities to provide opportunities for them to contribute to their child's individual learning plan.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of St Clair Corner Infants and Toddlers Centre Ltd 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 Areas of Concern

ERO found area of concern in the service relating to:

- ensuring relevant emergency drills are completed with children on at least 3-monthly basis.

Licensing Criteria for Early Childhood Education and Care Centres 2008; HS8.

9 Where to next for improvement?


St Clair Corner Infants and Toddlers Centre Ltd will include the following actions in its quality improvement planning:

- Review, further develop and implement clear expectations for teachers to better guide assessment, planning, and evaluation practices. This includes documenting children's progress over time, responding to parents' aspirations and integrating children's languages cultures and identities within documentation and the curriculum.
- Build leader and teacher practice to include more te reo Māori and tikanga Māori into the daily curriculum.
- Clarify leaders' roles, responsibilities, and expectations for the oversight and monitoring of the services' daily operations and effectiveness of curriculum implementation.

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)

20 December 2024

10 Information About the Service

Service Type	Education and care service
Number licenced for	25 children, including up to 25 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 2%; NZ European/Pakeha 86%, Samoan 2%, Asian 10%.
Service roll	21
Review team on site	October 2024
Date of this report	20 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, May 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 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.