



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: An Nur Childcare Centre

Profile Number: 65070

Location: Hornby, Christchurch

## 1 ERO’s judgement of An Nur Childcare Centre is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
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

An Nur Childcare Centre is owned by Al Noor Charitable Trust. A long-standing centre manager and head teacher are responsible for the operation and curriculum of the service. Team leaders oversee two classrooms with a shared outdoor space which caters to children's ages and development. The service provides transport to and from the centre from the local and wider Christchurch area to enable access for children who attend. The children attending represent a diverse range of ethnicities. The centre philosophy is based on the values and faith of Islam and aims to develop a sense of belonging to Aotearoa, New Zealand.

## 4 Progress since the previous ERO report

The 2021 ERO report provided a key next step for the service to build the team's capability to use the learning outcomes from *Te Whāriki*, the early childhood curriculum, to build a responsive curriculum for every child. Significant progress has been made by the leaders and teaching team in response to this action. The leaders sought professional learning and Ministry of Education support to understand the learning outcomes. The learning outcomes have been aligned to their local curriculum context that reflects the Islamic faith. Children's documented learning reflects these changes.

## 5 Learning Conditions

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

Well-developed assessment systems and processes identify the extent to which the curriculum is responding to the service's learning priorities, culturally valued knowledge and beliefs, and the learning outcomes of *Te Whāriki*.

- Leaders and teachers have developed effective learning-focused partnerships with parents where their perspectives inform the agreed learning priorities. Teachers seek parent voice to assess how well they have achieved parents' aspirations for the children.
- Teaching practices strongly reflect the belief systems of Islam which parents and teachers have agreed is the commonality of their culture and identity. The team have been proactive and responsive to seeking the cultural perspectives of families, including that of whānau Māori, to inform aspects of teaching and practice that align to their special character.
- Multiple sources of information are used that consistently make children's learning visible over time. The teaching team support children's transitions to school and support their whānau to confidently engage in the New Zealand school system as migrant families.

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

Leaders and teachers make good use of research and inquiry to subject their teaching practice to ongoing individual and collective critical reflection.

- Opportunities for children to have equitable outcomes are enhanced through teachers use of, and receptiveness to, targeted professional feedback which has supported professional growth and minimised personal bias. Leaders actively engage with the education community to build cultural and social understanding and capability across the education sector.
- Leaders and teachers regularly reflect on and evaluate their professional learning and consider how this learning has shifted their practice and impacts on learner outcomes. A focus on developing and implementing teaching strategies to extend children’s wonder, thinking and creative abilities is now required to further enhance teaching practices.
- Untrained staff are supported by leaders and trained teachers through professional learning to design and implement a curriculum that is responsive to the individual learner.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders engage in and use community initiatives to advocate alongside, and for, children and their whānau.

- Leaders actively pursue ways to reduce barriers to learning, equity and social justice for all children and their whānau through active engagement in community initiatives and events.
- Leaders oversee collective engagement in deliberate and systematic internal evaluation that considers what matters most within the service.
- Leaders provide a community which has a sustained focus on supporting children and whānau through trauma.

### Stewardship through effective governance and management | Te Whakaruruhau

The wellbeing and learning of children are primary considerations in resourcing and decision making.

- Parent aspirations and their unique contexts contribute to the service’s plans for improvement.
- There is a systematic approach to induction where new teachers are supported to understand the service’s unique special character, processes and procedures.
- Those responsible for governance are still developing systems and practices to ensure that policies and procedures align with and meet Ministry of Education requirements.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of An Nur Childcare 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?


An Nur Childcare Centre will include the following actions in its quality improvement planning:

- Implement teaching strategies that extend children's thinking, wonder and creativity and evaluate these to know their effectiveness.
- Establish stronger systems and processes to be assured that regulatory standards and licensing criteria are always met.

### 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.](#)



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Director of Early Childhood Education (ECE)

6 December 2024

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	38 children, including up to 8 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 3%; Cook Island 3%; African 33%; Middle Eastern 20%; Malaysian 17%, Palestinian 17% Turkish 7%; Afghani 7%, Chinese 3%, Indian 3%; Syrian 3%
Service roll	30
Review team on site	October 2024
Date of this report	6 December 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, July 2021; Education Review, November 2016

### 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 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.
	<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.