

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Oma Rapeti Early Learning Centre Kumeu

Profile Number: 47770

Location: Kumeu

1 ERO's judgement of Oma Rapeti Early Learning Centre Kumeu 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

Oma Rapeti Early Learning Centre Kumeu is a purpose-built, privately owned service that provides care and education for up to 145 children in six age-defined learning spaces. A qualified centre manager and four qualified lead teachers lead the team, with the support of an external mentor. The service's philosophy expresses that every child comes with their own set of dispositions, interests and strengths. A small number of children have Māori or Pacific heritage.

4 Progress since the previous ERO report

ERO's 2022 report identified two improvement actions related to refining the centre's philosophy, and growing teachers' knowledge and understanding of relevant theories and practices. The updating and refinement of the philosophy has resulted in teachers' growing their shared understandings of positive teaching practices that reflect the service's vision and goals. Through this, teachers continue to build their knowledge of relevant theories.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service is taking steps to identify its priorities for children's learning and is at the early stages of using these consistently to assess and inform the curriculum provided.

- Children's oral language is well supported through a range of teaching strategies which have resulted in children being able to confidently express their feelings and needs. Infants and toddlers experience an environment where teachers' interactions are respectful, unhurried and calm.
- Assessment records show children's learning, interests and developing capabilities and teachers provide children with feedback that recognises their efforts, challenges and success. Teachers are yet to consistently use the learning outcomes in *Te Whāriki*, the early childhood curriculum, to document children's progress over time.
- Parents have many opportunities to share their aspirations for their children's learning, including taking part in cultural events. Children's languages and cultures are yet to be consistently made visible within their assessment records.

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

Leaders are establishing the conditions to support teachers to build their professional knowledge, expertise and cultural competency. They are yet to evaluate the impact of improved teaching practices on outcomes for children's learning.

- Teachers' practices demonstrate that care is understood to be an integral part of the curriculum, particularly for infants and toddlers.
- Leaders and teachers have opportunities to develop professional knowledge, expertise and cultural competence. Mentoring and coaching support is in place for teachers, although records do not yet show how leaders' feedback is contributing to building teaching and leadership capability.
- A newly established professional growth cycle is in place and teachers are beginning to inquire into aspects of their teaching. They now need to identify the shifts in and effectiveness of their teaching practices, including how changes made have impacted on children's learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work collaboratively to enact the service's vision, plans and priorities for improvement.

- Leaders and teachers have reviewed and refined their philosophy to better reflect their context and community of learners. This has resulted in a shared understanding and enactment of the service's vision and goals.
- A useful and systematic evaluation process has been implemented with a focus on improvement and consideration for diverse learners. Leaders are increasingly engaging with parents and whānau and utilising expertise within the service to provide a responsive curriculum for all learners.
- Leaders are increasingly accountable and collectively responsible for the wellbeing and learning of children at the service. Leadership has identified and are considering ways to reduce barriers for all learners.

Stewardship through effective governance and management | Te Whakaruruhau

The service leaders have considered children's learning and wellbeing in their resourcing and decision making.

- Service leaders provide adult: child ratios that positively contribute to building and sustaining quality relationships between children and teachers.
- The service works collaboratively with relevant agencies and community organisations to support broader social outcomes for children and their whānau.
- The service has implemented policies and procedures to assure the health and safety of children attending the service. These are regularly reviewed to ensure regulatory requirements are maintained.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Oma Rapeti Early Learning Centre Kumeu 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?

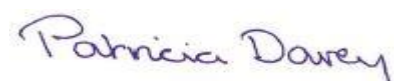
Oma Rapeti Early Learning Centre Kumeu will include the following actions in its quality improvement planning:

- For leaders and teachers to consistently record children's progress over time, in alignment with the learning outcomes of *Te Whāriki*.
- To make more visible within assessment records how teachers respond to children's languages, cultures and identity as learners.
- For leaders to include ongoing professional and written feedback within their mentoring and coaching role to support teachers to grow their teaching and leadership capabilities.

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)

29 January 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	145 children, including up to 40 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 10%, NZ European/Pakeha 53%, Indian 9%, Pacific 4 %, British 3%, Chinese 3%, other Asian 8%, other ethnic groups 10%
Service roll	146
Review team on site	September 2024
Date of this report	29 January 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, August 2022.

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.