

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: ASPIRE Learning L3

Profile Number: 47034

Location: Manukau, Auckland

1 ERO's judgement of ASPIRE Learning L3 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

ASPIRE Learning L3 operates as one of three home-based services under the same ownership. The Chief Executive Officer and a registered Education Manager hold the positions of directors within the organisation. They are supported by an operations manager, and two visiting teachers. Together, they guide a team of educators who provide care and education to children in the educators' homes. Most of the children enrolled are of Pacific heritages.

## 4 Progress since the previous ERO report

The 2020 ERO report highlighted two areas of improvement for the service. This included documenting children's progress in relation to the learning outcomes in *Te Whāriki*, the early childhood curriculum and improving internal evaluation processes, to show the impact of changes on outcomes for children. There has been limited progress made in both of these areas.

## 5 Learning Conditions

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

The service is beginning to reflect aspects of *Te Whāriki* and is establishing systems to gather information about children's learning.

- Visiting teachers support educators by providing resources that are appropriate for children's ages and current interests. Children's languages and cultures are valued, and oral language development is prioritised.
- There are positive respectful relationships between children, families, educators and the wider ASPIRE team. The service is establishing partnerships with parents/whānau that are beginning to focus on children's learning and progress.
- Assessment information references children's learning progress. Visiting teachers have yet to capture for all children their individual and developing capabilities in relation to the learning outcomes of *Te Whāriki*.

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

Visiting teachers and educators are provided with regular opportunities to build their professional knowledge and cultural competence to implement a responsive curriculum.

- An improvement-focused professional growth cycle for visiting teachers and educators has been implemented. There is minimal information to show that this process focuses on how practices have been improved, nor how any improvements made have positively impacted for children's learning.
- Visiting teachers and educators have regular opportunities to engage in professional learning and development. There is limited evidence to show that what they have learned has resulted in improved teaching practices.
- Visiting teachers have established trusting relationships with educators and children. They focus on guiding and mentoring educator practices to improve their work with children.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leaders value and support the service's priorities and are beginning to develop their understanding of how to do and use internal evaluation for improvement.

- Leaders have clear roles and responsibilities, and the individual strengths of staff are valued. This has supported relational trust and collaborative ways of working.
- There has been a deliberate focus to strengthen culturally responsive practices of leaders, teachers and educators. Progress in this area is consistently evident in children's learning records.
- Leaders are beginning to develop a shared understanding of the difference between review and evaluation. However, internal evaluation processes, do not yet reflect feedback on how the actions undertaken have contributed to improved teaching practices or outcomes for children.

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

Governance systems and processes that prioritise children's learning have been established and are not yet fully implemented.

- The service is guided by a framework of policies and procedures. Those responsible for governance are taking steps to monitor and review these systems.
- Culturally appropriate perspectives are prioritised, and a range of strategies are implemented to support educators and the diverse groups of children attending, particularly those of Pacific heritages.
- A vision, mission statement and improvement-focused strategic plan have been developed. Governance and leaders are yet to systematically monitor progress made or evaluate the effectiveness of actions towards achieving identified goals.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of ASPIRE Learning L3 completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they [Select 'have' or 'have not'](#) 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 Area of Concern

ERO found an area of concern in the service relating to ensuring relevant emergency drills are carried out on an at least, three-monthly basis.

Licensing Criteria for Home-based Education and Care Services 2008, HS7.

## 9 Where to next for improvement?

ASPIRE Learning L3 will include the following actions in its quality improvement planning:

- For visiting teachers and educators to unpack the learning outcomes in *Te Whāriki*, including how these can be used to consistently show children's increasing capabilities and progress.
- Strengthen mentoring by visiting teachers to build educators' knowledge and skills about how to support individual children's learning.
- Develop a shared understanding of how to do and use evaluation for improvement with a focus on improved teaching and outcomes for all learners.

#### 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)

10 February 2025

## 10 Information About the Service

Service Type	Home-based service
Number licenced for	40 children, including up to 40 aged under 2
Ethnic composition <i>Using rounded percentages</i>	Tongan 54%, Samoan 33%, other ethnic groups 13%
Service roll	15
Review team on site	August 2024
Date of this report	10 February 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review, October 2018

### 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 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.
	<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.