



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Sand Dunes Quality Early Learning Centre

Profile Number: 60064

Location: Plimmerton, Porirua

1 ERO's judgement of Sand Dunes Quality Early Learning Centre 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

Sand Dunes Quality Early Learning Centre is privately owned and provides education and care for tamariki from infants to school age. Two specific learning environments cater for the different age groups. The owner and a centre manager have oversight of the day-to-day running of the service. A new leadership model was established in 2023, comprising of team leaders and kaiako who oversee the curriculum. The service's philosophy aligns with respectful and responsive relationships, tamariki being seen as competent learners and celebration of cultures within the enacted curriculum.

## 4 Progress since the previous ERO report

ERO's 2021 report identified an improvement action relating to internal evaluation. Good progress has been made to build the team's shared understanding and identification of indicators of good practice, and to improving data quantity and quality by gathering a wider range of perspectives from children, parents and whānau. Leaders and kaiako collaboratively make sense of the data gathered against identified indicators and use their findings to improve teaching practices and determine strategic goals. Management has self-identified that internal evaluation is an area for continued improvement. ERO's external evaluation affirms this, especially relating to strengthening analysis of data to identify how well actions taken are contributing to intended outcomes of change.

## 5 Learning Conditions

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

Children experience a curriculum that strongly reflects the service's philosophy.

- Tamariki Māori maintain a strong, secure sense of their cultural identity through aspects of te ao Māori being seen and heard within the enacted curriculum. There is some evidence of languages and cultures being visible for tamariki of Pacific heritages within documented assessment information, alongside centre-wide cultural events and celebrations.
- Kaiako use intentional teaching strategies to positively promote the social and emotional competency skills of tamariki. Infants and toddlers are well-supported through respectful and responsive interactions and routines that align to their home life.
- Kaiako informally document individual plans that follow the current interests of tamariki. These individual plans are yet to include information about parental aspirations, intentional teaching strategies or the increased capabilities of tamariki in relation to learning outcomes from *Te Whāriki*, the early childhood curriculum.

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

Leaders and kaiako have opportunities to improve their professional knowledge of curriculum and teaching practices.

- Leaders and kaiako have worked with local iwi to increase their knowledge of pūrakau, waiata, karakia and places of significance for mana whenua. This is evident in the enacted curriculum.
- Professional growth cycles show relevant research undertaken to support the goals and inquiries of kaiako. Some kaiako have identified shifts in their practice and the impact of these improvements this on learning outcomes of tamariki.
- Leaders and kaiako have access to professional learning opportunities. External professional learning undertaken by leaders and kaiako aligns with the service's strategic plan and has focused on meeting regulatory requirements.

## **6 Organisational conditions**

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

Leaders have established practices to develop leadership capability to support quality teaching and learning.

- Leaders build relational trust to enable collaboration and improvement. This supports a team approach to fostering the service's vision and philosophy through the curriculum.
- Leaders co-ordinate and review curriculum planning. They are yet to evaluate the quality of curriculum to know what is working or not, for individuals or groups of tamariki.
- A framework for mentoring of team leaders is established. However, there is limited evidence of formal constructive feedback or feedforward to grow their leadership and professional knowledge.

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

Management has established processes to include the values and goals of parents, whānau and the wider community as part of the service's improvement priorities.

- The service's planning and priorities for improvement have been developed in consultation with the teaching team and some whānau. These are enacted through the curriculum.
- The intent of Te Tiriti o Waitangi is incorporated into the service's plans, policies and practices.
- The current strategic plan has a strong focus on culture and language, particularly in relation to te ao Māori and Te Tiriti o Waitangi. Regular monitoring of the strategic plan occurs to inform future planning.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Sand Dunes Quality Early Learning 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?

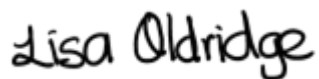
Sand Dunes Quality Early Learning Centre will include the following actions in its quality improvement planning:

- Build shared leader and teacher understandings of the learning outcomes in *Te Whāriki* and use these outcomes to show children's progress and increasing capabilities within assessment and planning.
- Improve the professional growth cycle process to consistently show documented shifts in teaching practice and the impact of these improvements on outcomes for learners.
- Strengthen how well data is analysed through evaluation processes to identify what is and isn't working, and for which children, to improve outcomes for all tamariki.

#### 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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4 March 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	95 children, including up to 25 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 17%, NZ European/Pākehā 100%, Samoan 4%, other Pacific 6%, other ethnic groups 16%
Service roll	89
Review team on site	October 2024
Date of this report	4 March 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, July 2021; Education Review, October 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)*.

	<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.