



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Discovery Junction

Profile Number: 47599

Location: Opawa, Christchurch

1 ERO's judgement of Discovery Junction 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

Discovery Junction is one of two services under the same ownership and is in the suburb of Ōpawa | Ōpawaho. The service is underpinned by the values of manaakitanga, that children lead their own learning; whanaungatanga, to enhance children's mana and identity as a learner; kaitiakitanga, children learn and practice care for their environment. The service's owner provides overall governance alongside the centre manager. The manager is given autonomy to oversee the curriculum with the support of a head teacher. Food is catered for children who attend. The roll reflects the diversity of the local community.

4 Progress since the previous ERO report

An Akanuku | Assurance Review was undertaken by ERO in 2021. Good progress has been made in relation to the key next steps identified in that report which were to celebrate the localised curriculum and children's cultures, languages and identities through assessment and extend the use of te reo me ngā tikanga Māori with children. The visibility of the cultural values and contexts, home languages, and identities of children and their whānau within documented assessment is increased. Te reo Māori is in daily use across the service and teachers are continuing to develop their understanding of tikanga Māori.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The curriculum is inclusive and reflects the depth and breadth of *Te Whāriki*, the early childhood curriculum.

- Children have a wide range of opportunities to experience and be involved in their localised bicultural curriculum, including learning about areas of importance to mana whenua and pūrākau associated with these. Increasing the visibility of children's languages and cultures within the enacted curriculum is ongoing.
- Assessment, planning, and evaluation of children's learning is individualised and consistently shows children's learning progress and parent partnerships. An improved system for documenting children's learning pathways is a result of a recent internal evaluation focus.
- Children's learning is supported through responsive and reciprocal relationships with their teachers. Transitions into, within, and out of the service are well-considered.

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

Leaders and teachers are continuing to build their professional knowledge and expertise to design and implement a culturally responsive curriculum.

- Leaders and teachers take ownership of their professional learning and development and take steps to record and share shifts in teaching practice. Reviewed learning priorities are considered as a response to professional learning undertaken.
- There are some inconsistencies in how effectively teachers are evaluating planned teaching strategies to progress children's learning.
- Planned mentoring and specific action planning within the professional growth cycle is strengthening leaders and teachers' capabilities.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership promotes a collaborative professional environment to enable teachers to work together to implement the service's core values and learning priorities.

- Leaders have implemented a useful system that monitors the quality of assessment and planning practices.
- They provide regular professional feedback that is building relational trust to support teachers' practice.
- Leaders are improvement focused, however there is variable capability and capacity across the teaching teams to do and use effective internal evaluation for improvement.

Stewardship through effective governance and management | Te Whakaruruhau

Governance and management implement human resource, policies, and procedures that promote the learning and wellbeing of children and their families.

- Organisational conditions related to staffing and the learning environment support quality provision of the curriculum.
- A range of information is used to inform resourcing and service priorities including regular reports from leaders that informs governance on what matters most for learners and their learning.
- Those in governance support community initiatives that promote positive social outcomes.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Discovery Junction 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?

Discovery Junction will include the following actions in its quality improvement planning:

- Increase the visibility and opportunities for children to experience a curriculum that responds to the languages, cultures, and identities of each child and their whānau.
- Grow the team's collective capability to do and use effective internal evaluation. This includes evaluating the effectiveness of teaching strategies and impacts of assessment cycles in supporting children's learning.

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.*](#)

Lisa Oldridge

Lisa Oldridge
Director of Early Childhood Education (Acting)

14 March 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	70 children, including up to 16 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 15%, NZ European/Pākehā 60%, Chinese 4%, American 3%, Irish 3%, Australian 3%, Korean 3%, Samoan 1%, other ethnic groups 8%
Service roll	90
Review team on site	November 2024
Date of this report	14 March 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, March 2021

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.