

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: CAS Early Learning Centre

Profile Number: 90038

Location: Waikiwi, Invercargill

1 ERO's judgement of CAS 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

CAS Early Learning Centre is a small, privately-owned service that provides education and care for children aged from two years to school age. A co-owner manages the centre's day-to-day operations and curriculum. She works collaboratively with two qualified teachers and one teacher support person. There have been some changes to the teaching team since the 2021 ERO report. The learning programme is underpinned by *Te Whāriki*, the early childhood curriculum. Children learn through play within a mixed-age setting. They have access to a natural outdoor environment. Valued learning priorities include a focus on developing children's social and emotional competence, independence, and literacy and numeracy skills.

4 Progress since the previous ERO report

The 2021 Akarangi | Quality evaluation identified three areas where improvement to practice and documentation was required, including: internal evaluation, te reo Māori and children's cultures, languages and identities.

Leaders and teachers have made good progress in strengthening their understanding and use of internal evaluation. A useful evaluation framework has been developed, that guides evaluations that result in improvements to teachers' intentional practices and positive outcomes for learners.

Good progress has been made with the use of te reo Māori by some teachers. All teachers have participated in professional learning and development to increase their understanding and use of te reo Māori. Te reo Māori is visible in documentation and within the learning environment. Te reo Māori and tikanga Māori, including consultation with Māori whānau, is an area to continue to strengthen across the teaching team.

Limited progress has been made in making children's cultures, languages and identities visible in documentation. The revised philosophy does include reference to embracing diversity. There is some use of home languages. There is limited guidance for teachers on expectations to give prominence to children's cultures, languages and identities in written learning records or the environment. This remains an area to further develop.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service's shared vision, philosophy and valued learning priorities are visible in the enacted curriculum, that is aligned to *Te Whāriki*.

- Regular cycles of assessment for learning practices actively involve children, parents and whānau, and take account of their perspectives and aspirations in the design of the daily curriculum.
- Children benefit from respectful and responsive interactions with teachers who provide a balance between child-led, and teacher-led experiences. Emphasis is given to fostering children's sense of belonging, independence, social skills and emotional wellbeing.
- Intentional teaching includes providing learning environments that encourage children's wondering, creativity, oral language and communication skills. Intentional teaching strategies need to be made more consistently visible in children's learning and evaluation records.

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

Children's learning is enhanced through leaders and teachers working together as a professional learning community.

- Relational trust at every level supports collaboration, risk taking and openness to change and improvement.
- Coherent quality assurance processes, including evaluation, inquiry and knowledge building, promote shared understandings and ongoing improvements to intentional teaching and learner outcomes.
- Leaders and teachers are well supported to take responsibility for their professional learning and development to build capabilities that are aligned to the standards of professional teaching and their position descriptions.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership models and expects professional accountability and collective responsibility for the wellbeing and learning of all children in the service.

- The model of leadership is strength based. Leaders know and use the strengths of each teacher to help build a cohesive team with a shared sense of purpose and direction.
- Outcomes for children and their whānau are promoted by cohesive systems, including the alignment of strategic priorities, internal evaluation, professional development, curriculum priorities and philosophy.
- Leaders and teachers work collaboratively to develop their professional knowledge and expertise to design and implement a responsive and rich curriculum.

The learning and wellbeing of children are the primary consideration in decision making.

- Those responsible for governance and management ensure that structural considerations such as qualifications, space, group size and premises support the focus on quality education and care.
- Governance and management allocate resources in ways that clearly align with the service's philosophy, vision, and priorities for teaching and learner outcomes.
- Policies and procedures are current, coherent, fit for purpose and effectively guide practice. Due diligence is followed to foster the provision of a learning environment that is physically and emotionally safe for children.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of CAS 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?

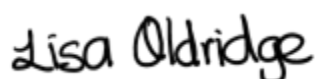
CAS Early Learning Centre will include the following actions in its quality improvement planning:

- Improve knowledge and capability across the team with te reo Māori and tikanga Māori.
- Clarify expectations of how teachers are representing children's cultures, languages and identities within children's records of learning and the environment.
- Make intentional teaching strategies consistently evident in children's individual assessment and planning documentation and consistently evaluate the impact of intentional practices on outcomes for 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.*](#)



Lisa Oldridge
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11 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	24 children, including up to 0 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition	Māori 30%; NZ European/Pākehā 85%; Asian 22%
Service roll	27
Review team on site	February 2025
Date of this report	11 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, December 2021; Education Review November 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)*.

	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.