



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Rising Stars Lynfield Early Childhood Centre

Profile Number: 10164

Location: Lynfield, Auckland

1 ERO's judgement of Rising Stars Lynfield Early Childhood 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

Rising Stars Lynfield Early Childhood Centre is one of the three services under the same ownership. The owner oversees governance and finance. All three services operate independently with differing philosophies, policies and procedures. A manager has responsibility for daily operations with support from three room leaders. The majority of the children attending are of Indian heritage. The teaching team reflects the ethnic diversity of children enrolled at the service.

4 Progress since the previous ERO report

ERO's 2022 Akanuku | Assurance Review identified areas of compliance for the service to address. As a result, there were no key next steps identified. Since the previous report, service leaders have maintained compliance with regulatory requirements.

ERO's 2019 review identified three key next steps. Limited progress has been made to improve how assessment processes are documented to better inform programme planning. Group planning across two rooms is theme and activity-based rather than focusing on dispositional learning or using intentional teaching strategies to further extend and support continuity of learning. Good progress has been made to improve internal evaluation to inform strategic planning and goal setting. Good progress has been made in building partnerships with parents and whānau that contribute to children's learning and invite parents' engagement in the curriculum.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers capably provide a positive curriculum for children, including progress made to purposefully engage in learning-focused partnerships with parents and whānau.

- Teachers use a range of useful teaching strategies to work respectfully with children, especially infants and toddlers. A slow and unhurried approach supports children to learn and explore at their own pace.
- Teachers and leaders have started to consider how they can improve provision of a culturally responsive curriculum, including ensuring children's languages and cultures are evident in assessment information.
- Children's learning based on the learning outcomes of *Te Whāriki*, the early childhood curriculum, is well-planned and teachers capably connect children's learning with their families, home and the wider community. The service is yet to evaluate the effectiveness of teaching in relation to these desired learning outcomes, or how well these approaches have worked for different groups of learners.

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

The service increasingly supports leaders and teachers to collaborate, and to build their professional knowledge and shared understanding of recent changes within the sector.

- A professional growth cycle process helps teachers to focus on professional goals and improving their teaching practices. Teachers' goals are well-linked with the service's strategic goals and intentions, and constructive feedback from a mentor builds teachers' capability.
- Teachers have access to quality professional learning which supports their understanding of good teaching practice. Teachers and leaders are yet to document shifts in their teaching practices and the impact of professional learning in relation to improved outcomes for children.
- A well-established internal evaluation process supports teachers and leaders to have a team focus on improving learning outcomes for children. The teaching team continue to work together to monitor the effectiveness of their collective teaching approaches and how these benefit children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders develop, implement and evaluate systems, processes and practices that promote improvement.

- The manager is committed to ongoing professional learning and applies her professional learning to her teaching and leadership practices. Shared leadership is promoted through sharing responsibilities and tasks with team members to utilise individual strengths and grow capability.
- Relational trust supports the stability of the teaching team. They collaboratively enact the philosophy and strategic goals.
- Leaders articulate that they remove participation and learning barriers for some children to support their learning. Strategies that promote equitable outcomes for individual and groups of children are not yet evident as part of the service's improvement processes and documentation.

Stewardship through effective governance and management | Te Whakaruruhau

Strategic planning is well-used to achieve improvement goals, including evaluation of progress that has a focus on children's learning.

- Those responsible for governance are supportive of each service's autonomy to make decisions based on what matters most at that service.
- Children's learning and development is well-supported through responsive partnerships between services, external agencies and the wider community. Parents' aspirations for their child's learning are reflected through some individual learning plans and wall displays.
- Good adult: child ratios contribute to quality relationships between teachers, children and parents.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Rising Stars Lynfield Early Childhood 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?

Rising Stars Lynfield Early Childhood Centre will include the following actions in its quality improvement planning:

- Evaluate the effectiveness of intentional teaching strategies, including the extent to which changes made have benefitted individuals and groups of children.
- Evaluate the impact of professional learning on improved teaching practices and learning outcomes for children.

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)

17 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	54 children, including up to 12 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	NZ European/Pākehā 2%, Indian 72%, Chinese 6%, Filipino 6%, Pacific 2%, other ethnic groups 14%
Service roll	50
Review team on site	November 2024
Date of this report	17 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, September 2021; Education Review, August 2019

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.