

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Rising Stars Early Childhood Centre

Profile Number: 10157

Location: Henderson, Auckland

1 ERO's judgement of Rising Stars 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 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 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.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service is in the early stage of identifying priorities for children's learning and is beginning to use these objectives to design and implement the curriculum.

- The service is integrating aspects of te reo Māori and tikanga into the curriculum. Children's individual languages and cultures are not yet visible within the environment or in assessment and planning records.
- Teachers are beginning to unpack the learning that is happening for children in relation to the learning outcomes of *Te Whāriki*, the early childhood curriculum. There is variability of skill within the teaching team about the use of these outcomes to assess learning, and evaluation of the effectiveness of the curriculum and teaching practices is not yet evident.
- Teachers encourage children's independence and respond to their non-verbal cues. Centre routines promote flexibility and teachers' respectful interactions are responsive to the needs and wellbeing of individual children.

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

The service is establishing the conditions to support leaders and teachers to build their professional knowledge.

- The service is in the early stages of implementing a professional growth cycle to help teachers reflect on and improve their practice. The process does not yet include constructive feedback or mentoring to grow the practice of leaders and teachers.
- The teaching team is building a shared understanding of how to use evaluation for improvement and have identified this as an area they are working on collaboratively.
- Leaders and teachers participate in meaningful professional learning. However, the impact of this learning on improved teacher practice or children's outcomes is yet to be evaluated.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service is establishing the conditions to develop the capability of leaders to support quality teaching.

- Leaders are building their understanding of how evaluation can be used to inform improvement. They have attended professional learning, established a new system of evaluation and have begun to share this information with teachers.
- A long-standing teaching team supports consistency and stability of care for children and families attending. Shared leadership is promoted through the sharing of responsibilities and tasks based on teachers' strengths.
- Leaders articulate that they remove attendance and learning barriers for some children to support their learning. There is no information to show that the service has a focus on equitable outcomes for children.

Stewardship through effective governance and management | Te Whakaruruhau

The service's planning and priorities for improvement are being developed.

- Those responsible for governance are supportive of each service's autonomy to make decisions based on what matters most at that service. Strategic priorities that consider children's learning and wellbeing have been developed and are not yet implemented.
- Children's learning and development is supported through responsive partnerships between the service, external agencies and the wider community. Allocation of additional staffing to support the learning for children with additional learning needs.
- Governance and operational policies and procedures are in place but are not yet regularly monitored to ensure changes to regulatory requirements are enacted.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Rising Stars 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 Early Childhood Centre will include the following actions in its quality improvement planning:

- Improve the consistency of how teachers respond to and extend children's learning through intentional teaching practices and ensuring curriculum assessment, planning and evaluation is based on the learning outcomes of *Te Whāriki*.
- Build leaders' and teachers' understanding of and capability to do and use evaluation for improvement as part of a professional growth cycle for individuals and to progress the service's identified improvement priorities.

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	87 children, including up to 24 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 14%, NZ European/Pākehā 19%, Indian 17%, Filipino 6%, Chinese 4%, Fijian 8%, Tongan 4%, South African 4%, other Pacific groups 8%, other ethnic groups 17%
Service roll	79
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, March 2022; Education Review October 2016

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.