

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Little Sunbeams Christian Early Childhood Centre

**Profile Number:** 20089

**Location:** Papakura, Auckland

1 ERO's judgement of Little Sunbeams Christian 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

Little Sunbeams Christian Early Childhood Centre is governed by the Papakura Community Trust. The service is part of the Wesleyan Church site. A committee of Trust members, teachers and parents manage centre operations. A recently appointed centre manager is supported by a long-serving registered teacher who manages administration for the service and the Trust. Most children attending have Māori or Pacific heritages. The philosophy is based on Christian values and the principles of *Te Whāriki*, the early childhood curriculum. It prioritises caring and nurturing relationships and providing an environment where connections to the community are fostered.

## 4 Progress since the previous ERO report

ERO's 2021 report identified three key next steps for improvement. These were to improve internal evaluation, improve curriculum planning and assessment, and build learning partnerships with parents to inform planning for children's learning. Good progress has been made in all three areas. Evidence of this progress is well articulated by leaders and evident in service documentation.

## 5 Learning Conditions

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

The service's curriculum is guided by assessment and planning that highlights children's interests and learning dispositions, including showing children's progress in relation to the learning outcomes from *Te Whāriki*.

- Children experience a play-based, inclusive environment that supports their physical and emotional development. Positive reciprocal relationships between children, teachers and parents contribute to a strong sense of wellbeing and belonging.
- Children are imaginative, creative and they learn through a wide range of experiences that enable them to make their own decisions, explore, and make discoveries. Children's oral language is well-supported with literacy and numeracy incorporated into children's play well be teachers.
- Curriculum planning records include intentional teaching strategies for children's individual and group learning that is aligned to *Te Whāriki*. Teachers do not yet evaluate the effectiveness of these specific strategies to determine what is working well and for whom.

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

Leaders and teachers build their professional knowledge and provide a responsive curriculum for all children that reflects the service's philosophy and shared beliefs.

- Leaders and teachers are culturally responsive professionals who value children's home languages and use these in their work with children. Teachers' discuss with parents' their aspirations for their children's learning, and these are beginning to inform planning decisions.
- Leaders and teachers have access to relevant professional learning and development to support improvement. They have yet to evaluate the impact of professional learning on improvements to teaching practice or outcomes for learners.
- Leaders and teachers draw on the strengths of each teacher to support capability building across the teaching team. Bicultural practices are woven into curriculum experiences and teacher practices and are visible in the environment.

## **6 Organisational conditions**

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

A high level of relational trust between leaders and teachers enables collaboration and drives improvement.

- Leaders work collaboratively with teachers and whānau to enact the service's philosophy and values. They enable conditions that support professional accountability and collective responsibility for children's wellbeing and learning.
- Leaders and teachers continue to develop their evaluation capability and evaluation information shows evidence of positive outcomes for children. Teachers are beginning to consider the effectiveness of improvements made however they are yet to show consideration of equity or impacts of improvements on outcomes for groups of children.
- Leaders are advocates for children and social justice. They have positive working relationships with external agencies to support children to fully participate in the curriculum.

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

Governance prioritises children's learning and wellbeing as important considerations in decision-making and resourcing of the service.

- The Trust has a strategic plan in place specifically focused on aspects of the organisation, with little strategic direction for the service in place. Trustees and leaders are in the early stages of developing a strategic plan specific to the service's improvement priorities.
- Policies and procedures, well-established human resource practices and good employer practices promote the recruitment, selection and retention of qualified leaders and teachers. Trustees have a strong focus on fostering the wellbeing of staff.
- Trustees and leaders clearly communicate and work in positive ways that are guided by the service's philosophy, value and priorities for children's learning.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Sunbeams Christian 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?

Little Sunbeams Christian Early Childhood Centre will include the following actions in its quality improvement planning:

- For teachers to evaluate the impact of their intentional teaching strategies on children's learning and to show this in planning and assessment records.
- To increase leaders' and teachers' collective understanding of how to use internal evaluation processes to drive improvement and to know about the impacts that improvements make on outcomes for groups of 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*

Lisa Oldridge  
Director of Early Childhood Education (Acting)

29 April 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 17%, NZ European/Pākehā 39%, Samoan 12%, Fijian 8%, Filipino 6%, other Pacific groups 10%, other ethnic groups 8%
Service roll	32
Review team on site	February 2025
Date of this report	29 April 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, June 2021; Education Review, August 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.