

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Brightlands Childcare Centre, Airport Oaks

Profile Number: 48015

Location: Mangere Bridge, Auckland

1 ERO's judgement of Brightlands Childcare Centre, Airport Oaks 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

Brightlands Childcare Centre, Airport Oaks is one of two services under the same ownership. Management and governance are the responsibility of the owner and an operational manager, and the curriculum is led by a supervisor and a team of qualified teachers. There have been significant staffing changes. Serving a diverse community, a majority of children who attend are of Pacific heritage. The service's philosophy prioritises trust, respect, love and belonging.

4 Progress since the previous ERO report

ERO's 2023 Akanuku | Assurance Review identified two key next steps. These were to increase the opportunities children have to hear and speak te reo Māori, and to improve assessment records to show children's progress and learning over time. Good progress has been made in both areas. The service was able to demonstrate how they include tikanga Māori practices, te reo Māori and waiata (songs) in the curriculum. Assessment records mostly use the learning outcomes from *Te Whāriki*, the early childhood curriculum, to show the progression of children's learning. Additionally, some assessment information includes te reo Māori and whakatauki (Māori proverbs).

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience nurturing and responsive teaching practices that positively promote the inclusion of their home cultures and languages.

- Children's home languages are valued and integrated naturally into their learning and many of their assessment records. These practices support children to build their oral literacies and contribute to their sense of belonging at the service.
- Parents proactively contribute to the curriculum, and assessment records acknowledge and respond to their aspirations for their child's learning. Teachers are yet to consistently evaluate how well their teaching practices contribute to children making progress towards their learning goals.
- The learning environment provides choice including a wide range of outdoor opportunities for children to engage in challenging physical play. The indoor environment and resourcing does not yet have an intentional focus on supporting children's sustained and complex learning.

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

Teachers and leaders are building their professional, cultural, and place-based curriculum knowledge.

- Children experience interactions with teachers informed by *Tapasā* and *Tātaiako* - resources that focus on effective practices for teachers of Pacific and Māori learners. Teachers' learning has grown their cultural competencies, and their increased understandings are evident in centre-wide documentation.
- A professional growth process is helping teachers to inquire into their practice. Some teachers can articulate how changes to their practice have benefitted children.
- Teachers participate in meaningful professional learning focused on supporting specific groups of children's cultural ways of being, knowing and doing. This contributes to teachers' growing knowledge of valued ways of working with Pacific and Māori children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are establishing the conditions to build the capability of teachers and themselves.

- Relational trust and collaboration are established between the small teaching team and their leaders. This supports ongoing informal discussions that promote knowledge-sharing and a focus on improving teaching practices.
- Leaders are taking steps to grow the service's localised place-based curriculum with the input of the teaching team. Priorities are being developed based on what matters most for this service's context and community of learners.
- Collaborative internal evaluation practices are modelled by external providers who are helping leaders to build their understanding of how to undertake effective internal evaluation. It is not yet strongly evident that leaders could confidently undertake this work or other aspects of curriculum design without this guidance.

Stewardship through effective governance and management | Te Whakaruruhau

Governance decision-making has a focus on the wellbeing and learning of children.

- Governance positively encourages and supports the participation and inclusion of children and their whānau in the curriculum. Actions taken are based on wellbeing and cultural considerations.
- Positive working conditions and systems ensure continual professional growth so that teachers continue to improve their practices. The service is yet to implement a formal process for observation of, and feedback about, teacher practices to help demonstrate their professional growth over time.
- A strategic planning process is in place that includes goals focused on improving teaching and supporting children's learning. Monitoring and evaluation of these goals are ongoing which contributes to governance being assured that improvements made have had the desired impact on children's learning.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Brightlands Childcare Centre, Airport Oaks 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?

Brightlands Childcare Centre, Airport Oaks will include the following actions in its quality improvement planning:

- Improve evaluation of children's assessment to better show how intentional teaching strategies have been utilised to support children's learning and progress.
- Provide an environment that supports the intentional use of space and placement of resources to better support children's sustained and complex play.

The Brightlands Childcare Centres group will include the following in its quality improvement planning to improve consistency of quality across the group:

- For governance to support leaders to implement formal observations of, and feedback about, teacher practice to support ongoing practice changes that positively impact on 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.*](#)



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24 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, aged under over 2
Percentage of qualified teachers	100%
Ethnic composition	Māori 8%, Samoan 28%, Fijian 13%, Indian 13%, Tongan 13%, Chinese 13%, Filipino 5%, African 3%, Cook Island 3%, Niue 3%, Tuvalu 3%, Vietnamese 3%
Service roll	40
Review team on site	February 2025
Date of this report	24 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, July 2023

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.