

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Te Anau Childcare Centre Inc

Profile Number: 90107

Location: Te Anau

1 ERO's judgement of Te Anau Childcare Centre Inc 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

Te Anau Childcare Centre Inc, trading as Southern Stars Early Learning Centre is a small community-based service governed by a parent committee. Following a leadership restructure in 2023, two administrators have delegated responsibility for financial and policy implementation of the service and two head teachers are responsible for pedagogical support, curriculum design and delivery. They are supported by a team of teachers. The philosophy acknowledges New Zealand's bicultural heritage and respects the service's multicultural community, treasuring concepts of whanaungatanga, manaakitanga, and kaitiakitanga.

4 Progress since the previous ERO report

The previous Akarangi | Quality Evaluation in 2021 had the following four improvement actions.

- Continue to strengthen the bicultural curriculum with the inclusion of local cultural narratives.
- Develop clear expectations for assessment practices to ensure outcomes in *Te Whāriki*, the early childhood curriculum, provide the basis for assessment and actively involve perspectives of parents and whānau.
- Ensure that teachers make visible the strategies they use to support children's learning.
- Build a shared understanding of the purpose and processes of internal evaluation.

Due to restructuring and leadership changes within the service, progress has been limited in relation to the improvement actions. Leaders and teachers are in the early stages of developing the bicultural curriculum and making connections to learn about local cultural narratives.

Clear expectations have been developed for assessment practices and have been implemented. However, these are yet to be applied consistently across the team. Parent perspectives are gathered. Teachers are not yet consistently articulating and documenting the strategies they will use to support children's learning.

There has been no formal professional learning provided to the team to build their capability to do and use effective internal evaluation.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service is at the early stages of aligning the learning outcomes from *Te Whāriki* to their identified priorities for children's learning to inform the curriculum.

- Leaders and teachers are using the learning outcomes from *Te Whāriki* in limited ways in relation to the service's values and priorities for learning. They are yet to consistently use them to inform planning, evaluation and assessment of children's learning.
- Children experience a well-resourced, play-based curriculum including regular excursions into the local community. Teachers foster infants and toddlers and young children's oral language, curiosity, independence and problem-solving skills through responsive interactions.
- All children have individual learning plans shared with parents and whānau. Teachers work collaboratively with external agencies to provide good support for children with additional learning needs.

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

The leadership team are establishing the conditions to support teachers to build their professional knowledge and expertise to design and implement a rich curriculum.

- Leaders and teachers are provided with resourcing to access relevant professional learning opportunities and are expected to share their learning with the team. Leaders are yet to evaluate the impact of this learning on improvements to teaching practice and outcomes for children.
- Targeted professional learning has not been accessed to build team capability in tikanga Māori and te reo Māori to support children's learning about the local histories and stories of mana whenua.
- Head teachers provide affirming feedback and mentoring through an established process for teachers' professional growth. Teachers are beginning to inquire into aspects of their practice to grow their understanding of what works, and what doesn't, and then make improvements as required to their practice.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are at the early stages of enacting some aspects of the service's plans and priorities for improvement.

- The newly formed leadership team is beginning to understand its roles and responsibilities and to work collaboratively. A new strategic plan is being developed to guide the future direction of the service.
- Leaders and teachers are in the early stages of developing the knowledge, skills and systems to do and use effective internal evaluation for improvement. Currently teachers engage in reflection and review to make changes to policies and procedures.
- Leaders are focussing on building relational trust to build team culture to focus on improvement.

Governance and management are focussed on rebuilding systems, processes and practices for the efficient operation of the service.

- Governance is involved in decision making and has a focus on children's learning and wellbeing. However, roles and responsibilities need to be better defined to ensure ongoing sustainability of the service for the local community.
- Human resource policies and procedures are developed but require better implementing and monitoring.
- Governors and leaders need to grow their understanding of policies and procedures related to children's health and safety to keep current with changes to the licensing criteria and maintain sufficient oversight of compliance with regulatory standards.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Te Anau Childcare Centre Inc 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 Areas of Concern

ERO found areas of concern in the service relating to ensuring that:

- parts of the outdoor area are enclosed by fences at a height designed to ensure that children are not able to leave the premises without the knowledge of adults
- there is a current Fire Evacuation Scheme for the premises approved by Fire and Emergency New Zealand
- heavy furniture that could fall or topple and cause serious injury has been secured
- all relevant emergency drills, including shelter-in-place, have been completed on an at least a three-monthly basis
- all requirements for safety checking of staff prior to employment and every three years thereafter are completed and records kept.

Licensing Criteria for Early Childhood Education and Care Centres 2008, PF13, HS4, HS6, HS8, GMA7A.

9 Where to next for improvement?

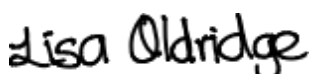
Te Anau Childcare Centre Inc will include the following actions in its quality improvement planning:

- Leaders and teachers to build a shared understanding of the service's agreed values and the learning outcomes from *Te Whāriki*, and use these to plan for and assess children's learning and evaluate how effectively teaching strategies contribute to the progression of children's learning over time.
- Governors and managers to develop and implement systems, policies and procedures to provide assurance that human resource, health and safety and professional requirements are consistently being met and maintained.
- Clearly define, and effectively implement, the roles and responsibilities for governance including a robust induction and handover for committee members to ensure the future sustainability of the service.

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
Director of Early Childhood Education (Acting)

23 April 2025

10 Information About the Service

Service Type	Education and care service
Number licenced for	45 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 8%, NZ European/Pākehā 75%, Samoan 8%, Indian 4%, other ethnic groups 10%
Service roll	36
Review team on site	December 2024
Date of this report	23 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, June 2021; Education Review, March 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)*.

	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.