



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Chrysalis Early Learning Centre

Profile Number: 46621

Location: Avondale, Auckland

1 ERO's judgement of Chrysalis Early Learning 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

Chrysalis Early Learning Centre is one of four early childhood services within the Chrysalis Group. Two directors, a curriculum manager, and an operations manager provide governance and stewardship for the services. The Gaia (Earth) based education philosophy aims to deliver environments, values, teaching and learning that support outcomes for children. Each of the four services has its own philosophy, reflecting its individual values, curriculum, and community.

At Chrysalis Early Learning Centre, children play and learn in four aged-based rooms with large outdoor areas for each age group. A new centre manager is supported by a centre supervisor to lead a team of individual room leaders and teachers. The service philosophy promotes children experiencing respect for themselves, each other, and the environment, and close relationships with families.

## 4 Progress since the previous ERO report

The May 2021 ERO report identified three quality improvement actions. The first related to strengthening internal evaluation practices and knowledge. The remaining two focused on the growth required in curriculum design and implementation to be culturally responsive and consistent with *Te Whāriki*, the early childhood curriculum.

Several factors have influenced the limited progress in these areas, including changes in leadership and staff. Internal evaluation and broader improvement practices still need strengthening, as a considerable amount of the work remains in a review and inquiry phase, with a limited focus on the impact for individual children and groups of children.

## 5 Learning Conditions

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

Leaders and teachers are working to embed a curriculum informed by warm relationships between children, their families and teachers.

- Children's transitions into and through the service are responsive to their needs. Teachers provide thoughtful support to children and their families during transition times, both throughout the day and when moving between rooms within the service.
- Individual teachers actively support children's social and emotional competence and oral language skills through the service's philosophy and values. Some clear teaching strategies are used by teachers to support children, but implementation is inconsistent across the team.
- There are some opportunities for children to make choices about their play, however aspects of the adult-led curriculum limit how older children can develop their agency in learning, independence, and decision-making. Children have opportunities to experience elements of their own and others' cultures in the environment and through celebrations.

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

Teachers, supported by internal and external leaders, are working to build their professional knowledge in designing a curriculum that is responsive to all children.

- Teachers take responsibility for reflecting on their practice and contributing to wider service review. Some outcomes for children, particularly those aged under two, are being linked to changes in teacher practice.
- Teachers' capability to plan for and assess children's learning in a way that is consistent with *Te Whāriki* is developing. Group activities provide children with opportunities to explore early literacy, maths, and science concepts, with some te reo Māori as part of these; however, teachers have not yet evaluated the effectiveness of their teaching.
- Professional learning and discussions support teachers in beginning to consider culturally responsive curriculum design. The wide variability in teachers' experience and knowledge limits the design and implementation of a responsive curriculum for individual children's learning and development.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders across the group have established strong relational trust by modelling and promoting a focus on building capability in improvement practices.

- Senior Chrysalis Group leaders and service leaders implement a differentiated approach to foster growth in teachers' professional knowledge. They offer a range of learning opportunities, drawing on both internal and external expertise.
- Leaders monitor and review improvement practices, including internal evaluation, strategic planning at service level, and teachers' professional growth cycles. These processes involve a range of inquiry, review, and reflection; however, they have not been fully evaluated to clarify the impact of changes in practice on outcomes for learners.
- The new centre manager receives support from Chrysalis Group leaders to develop leadership capabilities that will support the teaching team. The focus on developing leaders from within the service provides additional support for the centre manager.

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

Those responsible for governance across the Chrysalis Group create positive conditions to identify and nurture future leaders, supporting continuity and succession planning across their services.

- Governance and the senior leadership team empower centre managers and their teams to make decisions that support their learners and communities. This helps promote the individual identity of each service, while aligning with the overarching Gaia (Earth) philosophy.
- An overarching strategic plan guides those in governance to make decisions based on the wellbeing of children, their families, and teachers. The alignment between this strategic plan and the outcomes of improvement practices at the service level is not sufficiently clear to enable governance to fully understand the impact and quality of interventions at their level.
- Cohesive policies and practices are well-established by governance and senior leaders to enable service leaders to be autonomous in their centre operations. However, some variability exists across the services in how these policies and practices are understood and implemented.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Chrysalis Early Learning 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?

Chrysalis Early Learning Centre will include the following actions in its quality improvement planning:

- Develop a shared understanding of how to design and enact a local curriculum based on the priorities for children's learning, aligned with the outcomes of *Te Whāriki*.
- Embed the planning and assessment framework, and continue to develop teachers' knowledge of how it supports individual children's developing capabilities while making explicit the intentional teaching strategies to support these.

For those responsible for governance to:

- Refine monitoring and evaluative reporting systems to ensure decisions at this level take account of the quality of curriculum provision and improvement practices at each service.
- Identify key strategic priorities and plans at group level to align and advance these alongside service-level strategic priorities.
- Define roles and responsibilities for developing capability across the services in conducting and using evaluation to support a range of improvement practices.

### 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)

7 May 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	150 children, including up to 50 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 10%, NZ European/Pākehā 46%, Fijian 5%, other Pacific groups 7%, Asian 30%, British 3%
Service roll	124
Review team on site	February 2025
Date of this report	7 May 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, May 2021; Education Review, September 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)*.

	<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.