



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Shining Starz Early Learning Centre

Profile Number: 25425

Location: Titirangi, Auckland

1 ERO's judgement of Shining Starz 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

Shining Starz Early Learning Centre is privately owned and operated. A team of long-serving staff support the owner with operations of the service. Leaders and teachers work alongside each other in a mixed-age learning environment that caters for children aged two-five years. The service provider fosters a culture of relational trust that supports parents' and children's learning and wellbeing.

4 Progress since the previous ERO report

ERO's 2021 Akarangi | Quality evaluation report identified two improvement actions relating to revisiting strategic and annual planning to promote a more cohesive governance approach and strengthening internal evaluation to better inform strategic priorities and management assurance on legal requirements.

Good progress has been made in addressing both improvement actions. Leaders have aligned the strategic and annual plan; and these inform the operational decisions of the service. They have enacted their priorities and goals and intend to incorporate ERO findings into decision making when setting future goals.

The service provider uses internal evaluation to improve policies, systems, processes and procedures. They have been developing their understanding and use of *Te Whāriki*, the early childhood curriculum through internal evaluation to improve learning conditions for the children also to link with their strategic priorities.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The curriculum reflects the depth and breadth of *Te Whāriki*, enabling children to self-initiate their play and have access to learning experiences that promote working theories, numeracy, literacy and creativity.

- Teachers are respectful and responsive to children's learning needs. They effectively support smooth transitions for children and develop children's social and emotional competencies.
- Teachers use a wide range of intentional teaching strategies to extend children's learning and foster tuakana teina relationships. Young children engage in group play and toddlers are very well supported to be able to sustain their own play.
- Teachers engage in learner-focused partnerships with parents and whānau. All parents and whānau are given opportunities to contribute to curriculum and share their aspirations, and these inform planning.

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

The service conditions increasingly support and enable leaders and teachers to build their professional knowledge, expertise and culturally responsive practice to design and implement a curriculum that is responsive to all children.

- Teachers engage in professional learning that aligns with strategic priorities. They are developing their knowledge and skills and implement new learning into their practice.
- A collaborative professional growth cycle process promotes teachers' shared understanding and knowledge of good practice. While service leaders provide affirmative feedback, targeted constructive feedback is needed to continue building ongoing individual capability.
- Teachers are increasingly demonstrating their knowledge and understanding of *Te Whāriki* and extending children's learning through their curriculum and learning stories. Leaders identify they are continuing to make improvements to assessment practices to ensure a robust system that reports on children's learning in relation to learning outcomes from *Te Whāriki*.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work alongside teachers to enact the service's philosophy, priorities for learning and aspects of Te Tiriti O Waitangi.

- Leaders have built a high level of relational trust amongst the team that allows ongoing reflection of practice and improvements.
- Proactive leaders work collaboratively with teachers and parents to identify and reduce barriers to children's learning and make changes as a result to support all learners.
- Leaders and teachers use a collaborative approach with parents when using internal evaluation to improve learning conditions for all learners. They continue to refine documentation and build shared understandings of how to use internal evaluation for improvement.

Stewardship through effective governance and management | Te Whakaruruhau

The learning and wellbeing of children are the primary considerations for governance in its decision making.

- There are equitable opportunities for all children within the programme as resourcing allocations are purposefully decided to support children's learning and development.
- Governance and management collaborate well with agencies and community organisations to improve social and community outcomes for all children.
- The service provider has effective human resource policies and procedures that promote the retention of staff and supports their professional learning and development.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Shining Starz 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?

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

- Develop a shared understanding with the teaching team to use internal evaluation to support ongoing improvement.
- Refine assessment practices to ensure a robust system to report on children's learning in relation to learning outcomes from *Te Whāriki*.

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)

8 May 2025

9 Information About the Service

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|--|--|
| Service Type | Education and care service |
| Number licenced for | 30 children aged 2 and over |
| Percentage of qualified teachers | 100% |
| Ethnic composition <i>Using rounded percentages</i> | Māori 20%; NZ European/Pākehā 60%; Samoan 7%; Niuean 3%; Fijian 7%; Indian 3% |
| Service roll | 30 |
| Review team on site | March 2025 |
| Date of this report | 8 May 2025 |
| Most recent ERO report (s) These are available at www.ero.govt.nz | Akarangi Quality Evaluation, November 2021; Education Review, April 2018 |

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. |