



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Divine Early Learning Centre

Profile Number: 48065

Location: Henderson, Auckland

1 ERO's judgement of Divine 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

Divine Early Learning Centre is a family-operated service, governed by a board of members. The service provider holds a dual role as both the centre manager and the service provider, with support from an assistant manager. An external professional learning and development provider mentors and supports the teaching team with curriculum development. The small teaching team consists of a recently appointed qualified head teacher and one other staff member. A qualified reliever and additional staff regularly support daily operations. The service philosophy emphasizes the importance of partnership with children, parents, families, and communities. It values the use of Tongan language, culture, values, and beliefs, while acknowledging and celebrating all cultures, with a strong commitment to biculturalism.

4 Progress since the previous ERO report

This is the first ERO review of Divine Early Learning Centre which opened in May 2022.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service is beginning to develop partnerships with parents and provides opportunities for them to contribute to curriculum design and planning through sharing information about their children's languages and cultures.

- Leaders and teachers have established relationships with parents, through their involvement in cultural celebrations, events and whānau hui. They are working towards consistently gathering parents' aspirations for children's learning within assessment information, to enable teachers to be responsive to these aspirations.
- Children demonstrate a strong sense of belonging, supported by teachers who are readily available for conversations, comfort, and care. They are provided with opportunities to engage in tuakana-teina (older children supporting younger children) interactions, fostering mutual learning and support.
- While the curriculum and assessment information reflect some aspects of *Te Whāriki*, the early childhood curriculum, children's assessment documentation does not yet clearly show how their learning progress over time aligns with the valued learning outcomes.

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

Leaders and teachers are taking steps to improve their professional knowledge of the curriculum, pedagogy and assessment for learning by participating in a mentoring programme.

- Teachers access relevant professional learning and development opportunities and are supported by an external mentor to share and implement new ideas. Individual professional growth cycle documentation does not yet demonstrate an understanding of the impact of changed practices on improving outcomes for children.
- Teachers incorporate basic words and phrases in te reo Māori along with aspects of tikanga Māori, into the daily curriculum.
- Leaders and teachers work collaboratively with parents and external agencies to support positive outcomes for children with additional learning needs.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are working to establish the conditions necessary for stable staffing and to build team capacity to support quality teaching.

- Leaders are taking steps to support the recently appointed head teacher and are working to build relational trust amongst the team to foster collaboration and improvement.
- An internal evaluation process follows an established framework, but most evaluation activities focus on what teachers and children are doing. Leaders' and teachers' reflections on the effectiveness of systems and practices in supporting children's learning are not yet documented.
- Leaders have ensured that teachers participate in relevant professional learning and development. However, the effectiveness of this learning in supporting improved outcomes for individual children and groups of learners has not yet been reflected upon.

Stewardship through effective governance and management | Te Whakaruruhau

The service has identified strategic priorities for children, but has not yet clearly monitored, evaluated, or reported on the impact of progress.

- Leaders allocate resources that clearly align with the service's philosophy, vision, and goals for learning and enable these to be implemented.
- Aspects of the service's philosophy such as valuing children, parents, families, use of the Tongan language, culture, values and beliefs, are being enacted within the curriculum. However, further consistency is needed in acknowledging all cultures through celebrations.
- A policy framework is in place with policies and procedures that promote children's health and safety. While these are reviewed in consultation with parents and teachers, the implementation of procedures requires closer monitoring to be assured that regulatory requirements are consistently maintained.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Divine 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?

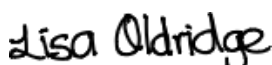
Divine Early Learning Centre will include the following actions in its quality improvement planning:

- Increase a shared understanding of *Te Whāriki* learning outcomes to clearly show children's learning and progress over time in assessment documents.
- Leaders and teachers to develop ways to monitor and report on the impact of their systems and processes in improving outcomes for children.

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)

12 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	35 children, including up to 5 aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 16%; NZ European/Pākehā 5%; Samoan 21%; Tongan 47%; Cook Island 11%; Fijian 11%; Other Pacific groups 5%; Indian 21%; Filipino 5%.
Service roll	19
Review team on site	January 2025
Date of this report	12 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	First ERO report for the service

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.