

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Cornerstone Christian Early Learning Centre Middleton

Profile Number: 70385

Location: Christchurch

1 ERO's judgement of Cornerstone Christian Early Learning Centre Middleton 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

Cornerstone Christian Early Learning Centre Middleton is owned by the Christian Schools Trust. It is governed by a board with an established leadership team. A centre manager and an acting manager lead the day-to-day operations and curriculum, supported by a consistent teaching team. Key priorities for the service are the learning experiences, collaborative relationships and celebrating children's unique gifts inherent within the Christian-based philosophy.

4 Progress since the previous ERO report

The service has made good progress since the ERO December 2021 report in relation to the four key improvement actions identified. Leaders and teachers have built knowledge of te ao Māori and increased the use of te reo Māori in daily teaching practice especially through routines, cultural events and some local excursions.

There has been an increase for some children in the visibility of their language, culture and learner identity in assessment records.

Through collaborative and individual inquiries, leaders and teachers have embedded their understanding and use of internal evaluation processes. This includes asking evaluative questions and developing quality indicators that focus on outcomes for learners.

The strategic plan has been collaboratively refined and sets direction to drive improvement within the service. A focus on outcomes for learners is highly evident.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children are well supported to fully engage in a rich, responsive curriculum highly reflective of the Christian values of the learning community.

- Learner identity is highly promoted and fostered through intentional teaching practices that are clearly aligned to the service's Christian philosophy. Children are effectively supported to build their social and emotional skills and sense of belonging.
- Parents are well informed of their child's learning and progress over time. Planning and assessment of children's learning aligns to parents' aspirations for their children and the service's key priorities.
- Children have a wide range of opportunities to learn about the cultures and languages reflective of the service community. They have opportunities to experience aspects of tikanga Māori and hear and respond to te reo Māori.

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

Leaders and teachers are very well supported to build their professional knowledge and expertise to provide a highly responsive curriculum.

- Ongoing and relevant professional learning and development that aligns with service priorities, a sound professional growth cycle and teacher inquiries into aspects of practice effectively builds teacher capability.
- A collaborative, well-considered curriculum design guide's consistent high-quality practice. Teachers ensure that intentional teaching strategies are a clear focus in the enacted curriculum.
- Caring learning-focused partnerships are highly evident however leaders and teachers are yet to fully engage with whānau Māori to explore what Māori success might look like for their children within the curriculum.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

A cohesive, leadership team is clearly focused on pursuing changes that make a positive difference to teachers and children's learning and wellbeing.

- Deliberate, systematic internal evaluation focused on what matters most builds knowledge that sustains improvement. Leadership collaboratively implement and refine high quality systems and processes that effectively drive inquiries well-aligned to the priorities for this learning community.
- Distributed, strengths-based leadership opportunities enable the teaching team to purposefully contribute to a collaborative culture of inquiry and improvement. This enables the service to improve leadership capability and sustain high quality teaching.
- Leaders model and expect professional accountability and collective responsibility for the learning and wellbeing of children within the service.

Governance and management have a strong focus on improvement and ensure that parent and whānau aspirations materially influence the philosophy, vision, goals and plans for children's learning and wellbeing.

- Inclusive coherent strategic and annual plans, well aligned to the service priorities sets a clear direction for effective governance and management of the service. The intent of the Articles of Te Tiriti o Waitangi are yet to be fully reflected in policies plans and practices.
- The governing board is well informed on a regular basis about progress against key objectives and the service priorities. This enables them to make well-considered decisions and effectively allocate resources that are clearly aligned to what matters most for this community.
- A positive working environment, conducive to building and sustaining quality relationships across the organisation, effectively supports refinement of systems that drive ongoing improvement.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Cornerstone Christian Early Learning Centre Middleton 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?

Cornerstone Christian Early Learning Centre Middleton will include the following actions in its quality improvement planning:

- Refine leaders and teachers understanding of Te Tiriti o Waitangi and reflect the intent of the Articles through policies, plans and practice.
- Engage with whānau Māori and explore authentic opportunities for them to contribute to the design and development of a curriculum that reflects Māori ways of knowing, being and doing and supports Māori learners to succeed as Māori.

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)

29 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, aged over 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 5%; NZ European/Pākehā 38%; Samoan 5%; Tongan 5%; Chinese 30%; Korean 10% Filipino 10%; other ethnicities 2%
Service roll	62
Review team on site	March 2025
Date of this report	29 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, December 2021; Education Review, March 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.