



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Chapel Downs Early Learning Centre

Profile Number: 25275

Location: Flatbush, Auckland

1 ERO's judgement of Chapel Downs 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

Chapel Downs Early Learning Centre provides education and care for children between two and five years of age. Children are from diverse backgrounds, and many have Māori or Pacific heritage. The service is supported by a charitable trust that oversees governance systems and processes. Service management is undertaken by a long-serving centre manager. The service philosophy seeks to develop self esteem, confidence, interests and learning in all children, while responding to the cultural heritages of the families who attend.

## 4 Progress since the previous ERO report

The 2021 ERO report identified three improvement actions in relation to:

- working collaboratively with children, whānau and the wider community to make the local curriculum and valued learning outcomes more visible
- better utilising assessment documentation to guide improvement
- evaluating how the improvement actions have achieved the service's vision, values, strategic goals and priorities for children's learning.

Significant progress has been made. The service's documentation processes show all improvement actions have been planned for, actioned, and the desired outcomes monitored. Changed practices are evident and internal evaluation is used to determine the impact of this on children's learning and development and priorities for learning.

## 5 Learning Conditions

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

Children experience a highly responsive environment in which teachers and leaders use effective intentional strategies to foster children's learning and development.

- Strengthened assessment, planning and evaluation celebrates children's individual learner identity, builds on prior learning and clearly shows progression of learning overtime. Children use these records to revisit and celebrate their learning.
- Well-resourced environments encourage children's curiosity and promote complex play. Engaging, inclusive experiences support exploration, creativity and valued learning, and build on children's cultural identities.
- Teachers intentionally support children's learning and development through both planned and spontaneous interactions. This empowers children to lead their own learning, responding to individual learning needs and interests.

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

Systems to promote ongoing professional development are well aligned with individual professional goals, the service's internal evaluation and strategic priorities.

- Intentional and targeted professional learning opportunities strengthen teachers' knowledge and practices. The impact of changes to teaching as a result is evident in regular reflections, daily practices and children's assessment.
- An external mentor offers ongoing, constructive feedback that supports and evaluates the improvement of leader and teacher practices through the individual professional growth cycle process.
- Various communication platforms are available for parents to contribute to their children's learning. As the cultural diversity of the community increases, there is a need to strengthen whānau partnerships to utilise the cultural perspectives and knowledge of all families involved in the service through the daily curriculum.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders promote ongoing inquiry into the effectiveness and responsiveness of teaching and learning.

- Internal evaluation is focused on children's wellbeing and learning, considers multiple perspectives and is informed by research. There are variable opportunities for teachers to collaborate through internal evaluation, share ongoing shifts in practice and what this means for children.
- Regular internal evaluation effectively supports the ongoing monitoring of improvement actions. Leaders encourage teachers to reflect on what matters most for children.
- The leader and teachers share relational trust. This fosters a supportive learning environment that builds teacher capability and strengthens their professional knowledge to improve children's learning outcomes.

The governance board has established well-structured systems and processes that support consistent enactment of the service's philosophy and learning priorities.

- Children's outcomes are enhanced through systems with clear processes that foster continuous improvement.
- Governance and leaders provide a positive working environment that supports low staff turnover and creates quality interactions between adults and children. This fosters stable relationships and a caring and nurturing learning environment.
- Governance and leaders collaboratively work with external agencies and parents to promote positive social outcomes for all children, ensuring their individual needs are met through respectful shared partnerships.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Chapel Downs 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?

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

- Strengthen partnerships with whānau by providing regular opportunities to collaborate, share knowledge and support learning experiences for children that foster the diverse cultures and languages within 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*

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	40 children aged over 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 8%, NZ European/Pākehā 5%, Samoan 23%, Cook Islands Māori 15%, Indian 13%, Afghani 8%, Cambodian 8%, Vietnamese 5%, Tongan 3%, Niue 3%, Fijian 3%, other ethnic groups 10%
Service roll	40
Review team on site	November 2024
Date of this report	12 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, February 2021; Education Review, June 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)*.

	<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.