

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: City Childrens Centre

Profile Number: 55087

Location: Napier

1 ERO's judgement of City Childrens 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

City Childrens Centre is one of two services under the governance of the Napier Community Childcares Centres Trust. The service is led by a centre manager supported by leaders across three age-group areas. The philosophy highlights relationships as a core value in the care and education of children.

4 Progress since the previous ERO report

ERO's 2021 Akarangi | Quality Evaluation included three quality improvement actions. These included to develop a strategic approach to internal evaluation that is clearly linked to positive outcomes for children and impacts on teachers' professional growth cycle, to embed an individualised planning process across the service and evaluate its effectiveness on equitable outcomes relating to children's languages, cultures and identity, and to develop the cultural competence of teachers to establish and deliver a rich localised curriculum.

Good progress has been made in relation to all three areas. Internal evaluation includes outcomes identified for children in relation to their learning from changes made to practices and processes. Teachers' professional growth cycle processes have been refined and are clearly documenting shifts in teaching practices that impacts positively on children's learning and development. Children have opportunities to learn about their own cultures and of others through planned celebrations that are documented in assessment information to share with their families. Parents have opportunities to share some of their cultural heritages and aspirations with teachers.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service's philosophy and values clearly underpin the curriculum and teaching practices for children.

- Teachers understand the pedagogy that is responsive to children's individual needs. Caring and respectful relationships are evident and foster a sense of wellbeing for children and whānau.
- Strategies across the service which foster children's social and emotional skills are highly evident. They contribute to a calm, nurturing environment where children can explore, be curious and deeply engage in their learning.
- Tikanga Māori and te reo Māori are visible within the curriculum. Working with mana whenua and whānau Pacific, using cultural aspirations is an area to further develop.

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

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

- Positive steps are in place to gather parent aspirations and use these to inform the curriculum. Leaders and teachers are yet to review and evaluate the effectiveness of different ways to continue to gather aspirations and align these to the services identified priorities.
- Children's learning is enhanced through leaders' and teachers' engagement in professional development that contributes to ongoing improvement.
- Teachers work collaboratively across the service to build their cultural competence to provide a responsive curriculum for all children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders across the service collaboratively enact the service's philosophy, vision, goals and priorities for the wellbeing and learning of all children enrolled at the service.

- There are high levels of relational trust across the service that enables collaboration and sustained improvement for staff, parents, whānau and children.
- Leaders have embedded conditions to develop leadership capability to enable high quality teaching across the service. Access to professional development supports and continuously fosters future leaders.
- Leaders actively seek ways to reduce barriers for learning for children and their families.

Stewardship through effective governance and management | Te Whakaruruhau

Governance clearly implements and monitors systems and practices that inform the organisations' strategic priorities and decision-making.

- Strategic planning is in place and is focused on future improvements, excellence, equity and inclusiveness. To know the impact of initiatives the Board and leaders need to have clear, measurable objectives in relation to identified priorities.
- Relational trust, good working conditions, and systematic sharing of practices and processes between governance, leaders and teachers supports collaboration and professional growth. The service's vision, values and philosophy are reviewed in consultation with whānau, with governance ensuring their perspectives are valued and enacted.
- Children enrolled benefit from well-resourced environments, good adult: child ratios and equity strategies that promote inclusion and remove barriers for participation.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of City Childrens 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?

City Childrens Centre will include the following actions in its quality improvement planning:

- Consistently and systematically seek and respond to parent/whānau aspirations for their child's learning in relation to the service's priorities and valued outcomes.
- Build and deepen teachers shared understanding of effective teaching strategies for Pacific learners, using cultural aspirations to influence the curriculum.

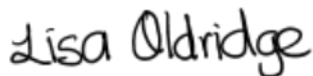
Napier Community Childcare Centres Trust governance will include the following in its quality improvement planning to improve consistency of quality across the group:

- Develop and implement a documented system to monitor and evaluate progress towards organisational objectives and values in collaboration with families and the wider community.

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)

19 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 32%; NZ European/Pākehā 68%; Asian 9%; South African 9%; American 5%; Australian 5%; Eastern European 3%, Samoan 1%; other European 9%; other Pacific 4%; other ethnic group 1%
Service roll	59
Review team on site	March 2025
Date of this report	19 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, December 2021; Akanuku Assurance Review, November 2019

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.