



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Flanshaw Infant and Toddler Centre

Profile Number: 25374

Location: Te Atatu South, Auckland

1 ERO's judgement of Flanshaw Infant and Toddler 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

Flanshaw Infant & Toddler Centre is one of a group of two, not-for-profit services providing education and care. A parent committee governs both services, assisted by a centre manager. A curriculum leader oversees daily operations. Infants and toddlers have separate learning environments and opportunities to play and learn in mixed-age spaces. The service philosophy prioritises community connections and relationships.

4 Progress since the previous ERO report

The 2021 ERO report identified one improvement action: continue to enrich and enhance the environment with the cultures of tamariki where families' values and heritages are woven into the curriculum. Progress is evident. Teachers are beginning to engage with cultural competency frameworks to develop their knowledge of strategies to support Māori and Pacific children. Some cultural artefacts and resources are visible in the environment. The cultures and languages of some children are represented in their learning stories and during celebrations of cultural festivals.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children successfully learn, explore, and follow their interests in a responsive play-based curriculum.

- Infants and toddlers play and learn in calm and respectful environments. Warm, trusting, and reciprocal relationships are evident.
- Children learn at their own pace and engage confidently in their play. Transitions into, within, and from the service respond individually to each child, their parents, and whānau.
- Teachers' assessment practice makes children's learning and capabilities visible. Leaders and teachers now need to strengthen their approach to show children's progress over time in relation to the learning outcomes of *Te Whāriki*, the early childhood curriculum.

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

Leaders and teachers work collaboratively to develop professional knowledge and expertise to implement a responsive curriculum for all children.

- Regular professional learning and development across the Flanshaw group supports teachers and leaders to make positive changes to the curriculum. Leaders and teachers are beginning to evaluate their programme of professional learning to measure the impact on learning outcomes for all children.
- Leaders and teachers are increasing their knowledge and understanding of Māori and Pacific cultures and values to inform curriculum decisions.
- Teachers inquire into and make changes to aspects of their teaching practice, accessing current research to inform their thinking and decision-making.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work collaboratively to enact the service's vision and priorities.

- Leadership opportunities for teachers promote continuity and succession planning. Leaders support professional practice to build teachers' capability.
- Leaders identify and consider ways to reduce barriers to learning for all children.
- Internal evaluation for improvement is ongoing and leads to changes in the curriculum. Leaders and teachers now need to strengthen the monitoring and evaluation of these changes to show their impact for all learners.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing are primary considerations in resourcing and decision making in the service.

- The parent-led committee supports initiatives contributing to positive outcomes for learners. Committee members collaborate with leaders and teachers to promote positive educational and social outcomes for children.
- A focus on equity for children enables collaboration with relevant agencies to support outcomes for learners.
- Effective governance provides stability and trust and is conducive to the development of quality relationships and effective adult-to-child ratios.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Flanshaw Infant and Toddler 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?

Flanshaw Infant and Toddler Centre will include the following actions in its quality improvement planning:

- Improve assessment documentation to show children's learning and progress over time in relation to the learning outcomes of *Te Whāriki*.
- Deepen evaluation and monitoring of improvement actions, including those in relation to professional learning and development, to show their impact on individual and groups of 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)

21 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children, including up to 20 aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 37%; NZ European/Pākehā 76%; Tongan 7%; Samoan 5%; Niue 2%
Service roll	35
Review team on site	December 2024
Date of this report	21 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, September 2021; Education Review, February 2016

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.