



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Reach for the Stars Early Learning Centre

Profile Number: 20243

Location: Mairangi Bay, Auckland

1 ERO's judgement of Reach for the Stars 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
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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

Reach for the Stars Early Learning Centre is co-owned. The service providers govern the service alongside a centre manager. An administrator supports the centre manager with operations of the service. Head teachers lead the learning environments for infants, toddlers and young children. There is a balance of longstanding and new teachers. The service philosophy emphasises respect, integrity, collaboration, continuous improvement and empowerment.

4 Progress since the previous ERO report

This is Reach for the Stars Early Learning Centre's first ERO report under new ownership since 2022. There were two quality improvement actions identified in ERO's 2021 Akarangi | Quality Evaluation report for the service.

Leaders and teachers have made good progress with seeking strategies to reflect and include children's cultural contexts more strongly in their learning. Leaders and teachers work collaboratively with parents and whānau to foster culture, language and identity and children are supported through a culturally responsive curriculum and teaching team.

Teachers have engaged in professional learning to understand how to use internal evaluation to improve learning conditions for children. They have made good progress in engaging in critical thinking and reasoning when undertaking internal evaluation. Improvements to practice are evident in teaching practices and in the curriculum.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service engages in effective learning-focused partnerships, and parents have many opportunities to contribute to their children's learning.

- Teachers engage in sustained respectful interactions with all children. Teachers are responsive to children's social, emotional and wellbeing needs.
- The learning environment has a range of resources to encourage exploration and foster child led play. Teachers use a range of intentional strategies that support children to engage in their interests and that respond to the verbal and non-verbal cues of infants and toddlers.
- Assessment, planning and evaluation documentation shows that children have access to a wide range of experiences within the curriculum. Leaders are supporting teachers to develop their knowledge of how-to better document children's progress and complexity of learning overtime.

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

Leaders increasingly support the teaching team to develop their knowledge about teaching practices within *Te Whāriki*, the early childhood curriculum, to design a responsive curriculum.

- Leaders and teachers engage in regular and relevant professional learning to develop knowledge and new skills. They are implementing ideas, aligned to the service priorities into their practice to respond to children's learning needs.
- Teachers are reflecting on their practice and making changes to improve learning conditions for the children. Teachers provide culturally responsive learning environments and support children's social and emotional competence.
- Leaders and teachers collaborate and regularly share knowledge to build a shared understanding of how to support children's learning outcomes. Reflections that consider how their professional learning and practice is supporting individual learners and groups of learners is yet to be considered.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders have established the conditions, systems and processes that support ongoing improvement.

- Leaders and teachers have built a culture of relational trust that supports critical reflection and accountability.
- Leaders role model and work alongside the team to enact the philosophy and goals of the service.
- Leaders and teachers understand how to use internal evaluation for improvement. They are developing monitoring and evaluation practice that shows how shifts in practice overtime impacts all learners.

The learning and wellbeing of children and the community are well considered in resourcing and decision making.

- Service providers work alongside the leaders to allocate resourcing that aligns with the service philosophy, goals and supports equitable outcomes.
- The service collaborates with external consultants, agencies and community organisations to support social and educational outcomes for children.
- Governance is implementing human resource policies, procedures and practices that promote recruitment and retention of staff. Leaders provide access to relevant professional learning and development that builds team capability.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Reach for the Stars 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?

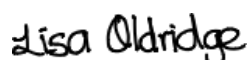
Reach for the Stars Early Learning Centre will include the following actions in its quality improvement planning:

- Build team capability in monitoring evidence-based changes to teaching practice and the impact of these on outcomes for all learners.
- Improve assessment practices to better show children's progress and complexity of learning overtime.

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)

28 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	85 children, including up to 25 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 8%; NZ European/Pākehā 25%; Samoan 4%; Tongan 2%; Fijian 2%; Chinese 44%, Filipino 12%, Macedonian 5%; other ethnicities 18%
Service roll	63
Review team on site	April 2025
Date of this report	28 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, October 2021; Education Review, November 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)*.

	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.