



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Educational Child Care Centre

Profile Number: 70353

Location: Dallington, Christchurch

1 ERO's judgement of Educational Child Care 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

Educational Child Care Centre is a not-for-profit community-based service providing education and care for children from birth to school age in two separate learning areas. The principal and deputy principal lead a long-serving teaching team. A board of elected parents forms the governance group. The philosophy values whanaungatanga, kotahitanga, manaakitanga, and arohatahi to prioritise and respond to the needs of children.

4 Progress since the previous ERO report

Considerable progress is evident in relation to the three quality improvement actions identified in ERO's 2022 report. These were to:

- develop a shared understanding of the learning outcomes from *Te Whāriki*, the early childhood curriculum, in consultation with whānau
- build the capability of teachers to use learning outcomes to assess, plan for and evaluate children's learning
- further develop internal evaluation systems, ensuring there is a focus on service priorities and outcomes for learners.

Purposeful high-quality improvement approaches have contributed to how well the teaching team collaboratively engages in internal evaluation to inform continued progress. There is strong evidence to show that shifts in teaching practices result in improved learning outcomes for children and refinement of organisational systems and processes. The learning outcomes from *Te Whāriki* are clearly visible and show children's progress over time in relation to planned learning goals that are developed in partnership with whānau.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a highly responsive and rich curriculum that is reflective of what matters most to this community.

- Teachers encourage all children to self-direct their learning, supported by skilful teaching practices that facilitate children's curiosity and complexity of play. There are regular opportunities for children to explore the local and wider community which contributes to the extension of the daily curriculum.
- Meaningful learning-focused partnerships between teachers, parents and whānau enable parents to contribute to their child's learning. This has enabled teachers to implement a curriculum in response to their knowledge of children and their lives outside of the service.
- Teachers are intentionally attentive to children's wellbeing and sense of belonging, effectively contributing to children's sense of trust and security. They purposefully respond to children's verbal and non-verbal cues, using a broad range of teaching strategies that promote children's literacy and numeracy learning very well.

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

Leaders and teachers engage in professional learning and development that enables them to effectively design and implement an inclusive curriculum for all children.

- Leaders and teachers work collaboratively to respectfully respond to whānau priorities for Māori learners. Whānau Māori affirm their child's culture, language and identity is highly valued at the service.
- The service has an intentional focus on enacting quality improvement approaches, such as a professional growth cycle, which aligns with service-wide priorities for growth. Leaders and teachers continue to build their knowledge of ways to provide a culturally responsive curriculum for Pacific children and other diverse ethnicities.
- Leaders participate as part of wider leadership networks within the early childhood community. They are active in sharing ideas and build reciprocal relationships with other professionals that strengthen connections with external agencies.

Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders have sustained a high level of relational trust that enables collaboration and a continued focus on improvement.

- Leaders build expertise effectively by providing strength and interest-based leadership opportunities for teachers. Distributed responsibility for systems and processes, additional mentoring, and targeted guidance supports the whole team to build their leadership capability.
- Through the provision of equitable management processes, leaders collaboratively enact the service's philosophy and strongly advocate for the wellbeing of all children and their whānau.
- Leaders use a range of quality improvement approaches that have a positive impact for children's learning. They are yet to consistently monitor the implementation of these improvement actions, and the progress made towards the desired outcomes, in a timely manner, to strengthen evaluation practices.

Well-considered organisational conditions effectively contribute to equitable outcomes for children.

- Governance initiatives that remove barriers to participation at the service contribute to positive social and community outcomes for children and whānau.
- Staff wellbeing is prioritised, resulting in a positive working environment that contributes to a long-serving teaching team who are committed to continuous improvement. High adult-to-child ratios support meaningful relationships with children and the provision of a rich and responsive curriculum.
- The board is very well informed about learning experiences for children and the effectiveness of the curriculum. The voices of parents and whānau clearly inform decision-making that supports the successful operation of the service.

6 Management Assurance on Legal Requirements

Before the review, the staff and management of Educational Child Care 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.

7 Where to next for improvement?

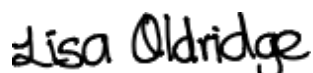
Educational Child Care Centre will include the following actions in its quality improvement planning:

- Increase leaders' and teachers' knowledge of culturally responsive practices that support Pacific children and those from diverse cultures, to inform curriculum decisions more deeply.
- Scrutinise improvement processes to ensure systems chosen are fit-for-purpose and regularly monitor and evaluate progress towards improvement goals in a timely way.

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)

10 June 2025

8 Information About the Service

Service Type	Education and care service
Number licenced for	36 children, including up to 8 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 45%, NZ European/Pākehā 37%, Tongan 6%, Indian 4%, Samoan 4%, Tokelauan 2%, other ethnic groups 2%
Service roll	43
Review team on site	May 2025
Date of this report	10 June 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, February 2022; Education Review, July 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.