

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Feathers Early Learning Centre

Profile Number: 10205

Location: Massey, Auckland

1 ERO's judgement of Feathers 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

Feathers Early Learning Centre is a privately owned service that has been under new ownership since May 2023. The owner, who also serves as the centre manager, is responsible for daily operations and management, supported by an administrator. Two head teachers oversee the curriculum. Children play and learn in two age-defined areas. The service philosophy emphasises whanaungatanga (relationships), ako (learning together), and mana ao tūroa (exploration).

4 Progress since the previous ERO report

The 2021 ERO report identified two quality improvement actions. These are, to use *Tātaiako* and *Tapasā* frameworks to develop shared understandings among kaiako of ways to respond effectively to Māori and Pacific learners, and for the owner/service provider to grow her own capability to effectively govern and manage the service. Good progress has been made.

Equitable outcomes are considered and evident for tamariki Māori and Pacific children. Parents' aspirations are used to inform curriculum planning and te reo Māori is purposefully used in teaching practice and assessment documentation. Pacific children's cultural identities are valued and affirmed, and their individual cultures, languages and identities are visible in their learning stories.

The new centre owner has prioritised effective governance and management and has worked with an external agency to establish and implement systems to strengthen regulatory requirements, teacher mentoring, and curriculum delivery.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a curriculum that successfully reflects the teaching and learning outcomes of *Te Whāriki*, the early childhood curriculum.

- Parents' aspirations for their children's learning are regularly sought and effectively used to inform curriculum design and planning. Learning-focused partnerships with parents and whānau are reflected in individual children's learning stories.
- Teachers use a range of teaching strategies—including listening, questioning, facilitating, and demonstrating—to support children's learning and play. While the environment is adequately resourced, it does not consistently offer challenge and stimulation for all children.
- Children's transitions into, within, and from the service are well supported. Leaders and teachers intentionally use strategies to support individual children and their whānau as they prepare for the move to school.

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

Leaders and teachers effectively increase their knowledge and shared understanding of good practice through mentoring, coaching and collaboration.

- A professional growth cycle is well-established and actively supports teacher practice. A mentor strengthens teachers' capability through ongoing observations and provides them with constructive feedback.
- Teachers engage in a range of professional learning opportunities that build their capability and strengthen their teaching practices. This professional learning aligns well with the focus and priorities of internal evaluation.
- Leaders and teachers work collaboratively and follow a systematic approach to internal evaluation for ongoing improvement. They have yet to consider how effectively their teaching strategies are supporting positive learning outcomes for individual children and groups, including what works, what doesn't, and why.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders have embedded the conditions to effectively grow leadership capability within the team.

- Those in leadership roles identify potential future leaders and actively build capability within the team. They have established systems and processes that support teachers to enact the service's philosophy and priorities.
- Leaders proactively seek ways to improve, including collaborating with external agencies to promote improved outcomes for all children.
- Leaders have embedded effective systems and processes to support teachers in consistently meeting regulatory requirements and licensing criteria.

Leaders actively pursue ways to promote equity for all children and their whānau.

- Those responsible for governance and management successfully reduce barriers for children requiring additional support. They provide relevant professional development that helps teachers better understand and adapt their teaching to support individual children's learning.
- Leaders ensure that parents' aspirations for their children's learning and wellbeing are primary considerations in decision-making.
- A positive working environment contributes to low teacher turnover and supports sustained, high-quality relationships between adults and children. The long-standing teaching team maintains reciprocal relationships with both children and their families.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Feathers 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?

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

- Enhance the learning environment to ensure all children consistently experience appropriate challenge and stimulation.
- Develop internal evaluation to understand the impact of teaching strategies on learning outcomes for individual children and groups, including what works, what doesn't, and why.

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)

4 June 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	49 children, including up to 20 aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 24%, NZ European/Pākehā 59%, Samoan 7%, Tongan 6%, Cook Island Māori 4%, Niue 2%
Service roll	54
Review team on site	February 2025
Date of this report	4 June 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, April 2021; Education Review, October 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.