

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Aspirations Early Learning Centre

Profile Number: 47669

Location: Papatoetoe, Auckland

1 ERO's judgement of Aspirations 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

Aspirations Early Learning Centre is one of two services under the same ownership. The owner oversees governance, management, and daily operations. Infants, toddlers, and older children play and learn in three separate age-based areas. The service philosophy prioritises respect, care, exploration, inclusivity, and space for having fun.

4 Progress since the previous ERO report

ERO's 2021 Akanuku | Assurance report identified three key next steps:

- Deepening kaiako understanding of *Te Whāriki*, the early childhood curriculum through targeted professional learning and development.
- Increasing meaningful opportunities children have to hear and speak te reo Māori in learning contexts.
- Providing a learning environment that challenges and supports children to explore and be fully involved in a wide range of learning experiences.

Good progress has been made in all three areas. Leaders and teachers have engaged in professional learning which has supported them to design and implement a curriculum that reflects *Te Whāriki* and is responsive to all children. Targeted professional learning has enabled teachers to integrate te reo Māori into daily practice across the service and teachers are continuing to develop their understanding of tikanga Māori. Children have access to indoor and outdoor environments that provide a range of experiences based on their strengths and interests.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Embedded guidance and expectations for curriculum design and implementation, developed in partnership with parents, identify valued learning priorities and are responsive to the needs of all children.

- Children's learning is supported through respectful, reciprocal relationships with teachers, who value and promote the cultural diversity of children and families through celebrations and events. Parents engage in the curriculum and share their knowledge, expertise, and skills, strengthening children's connection to their culture and language.
- Thoughtfully designed learning environments and resources contribute to children's early literacy and numeracy development. Teachers use a wide range of intentional teaching strategies to scaffold and extend children's learning.
- Assessment records show that teachers know children well within the context of their home lives and whānau relationships, including by gathering and using parents' aspirations for their child's learning. Teachers are yet to evaluate children's learning progress over time in relation to the valued outcomes of *Te Whāriki*.

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

Leaders and teachers are yet to consistently evaluate the impact of their learning on changes to teaching practices or outcomes for learners.

- Leaders and teachers participate in professional learning opportunities aligned with the priorities of the service. They are yet to evaluate the impact of this learning on their teaching practices or analyse how these changes affect outcomes for children.
- An established professional growth cycle documents teachers' professional progress. Constructive feedback from mentors focuses on building individual teaching capabilities.
- A useful and systematic evaluation process focuses on improving outcomes for learners and takes account of whānau perspectives. This has informed positive changes in teachers' practices, including their use of teaching strategies.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders model expected practice and collective responsibility for the wellbeing and learning of all children.

- Relational trust is promoted across the staff team, enabling collaboration and improvement, and fosters a shared understanding of the service's philosophy, values, and priorities for learning.
- Leaders identify and reduce barriers to children's participation and access to education. They work effectively with external agencies to support children with additional learning needs.
- Leaders monitor teaching practices and policy implementation to ensure expectations are consistent across both Aspirations services.

Positive working environments support the retention of staff and foster a collaborative culture, contributing to greater consistency of care and education for children.

- Those responsible for governance and management develop policies and procedures that are current and fit for purpose, effectively guiding organisational practices at all levels of the service.
- Governance and management allocate time and resources in ways that clearly align with the organisation's philosophy, vision, and valued learning outcomes. Children's learning and wellbeing are central to resourcing and decision-making.
- Teachers share their perspectives and have opportunities for leadership. Those responsible for governance have yet to take formal steps to foster leadership capability across both Aspirations services to strengthen continuity and ensure future sustainability across the organisation.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Aspirations 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?

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

- Improve internal evaluation processes so that the impact of improvement actions—including those related to professional learning and teaching practice—can be clearly determined, highlighting what is working well, and what is not, for individual children and groups.
- Develop teachers' understanding of the valued learning outcomes in *Te Whāriki*, so they consistently recognise and reflect children's progress and growing capabilities in assessment and planning.

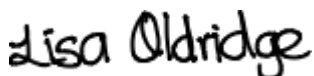
Aspirations Early Learning Centre governance will include the following in its quality improvement planning to improve consistency of quality across the group:

- Take steps to foster and grow leadership capability across the teaching team to strengthen continuity and ensure future sustainability across the organisation.

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)

24 June 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	70 children, including up to 20 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 9%; Indian/Fijian Indian 67%; Pacific 14%; Asian 11%; NZ European/Pākehā 3%
Service roll	62
Review team on site	March 2025
Date of this report	24 June 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, June 2021

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.