

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Summerfield Early Learning Centre

**Profile Number:** 10022

**Location:** Albany, Auckland

1 ERO's judgement of Summerfield 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	
Stewardship through effective governance and management Te Whakaruruhau	Improvement required	Working towards	Embedded	

*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

Summerfield Early Learning Centre is a privately owned service. A qualified centre manager also holds the role of service provider, providing governance, curriculum leadership, mentoring, and management support. Two professional leaders oversee the curriculum and teaching practices, supporting a team of both qualified and unqualified teaching staff.

Children are grouped in three separate rooms according to age, creating tailored learning environments. The centre's philosophy emphasises the celebration of heritage and culture, fostering reciprocal relationships, mutual respect, and a balance between structured learning and play.

## 4 Progress since the previous ERO report

ERO's 2021 Akarangi | Quality Evaluation Report identified three key areas for improvement. These areas included reviewing the centre's curriculum and teaching approaches to provide increased opportunities for children to be active contributors, creators, and collaborators in their learning; continuing to develop internal evaluation to identify priorities and actions for improvement by including wider research and external expertise; and continuing to build leadership capacity for teachers through access to external professional learning opportunities.

Good progress has been made across all three areas. Opportunities for children to collaborate and contribute their ideas to the daily curriculum have been strengthened. Assessment records illustrate how children are setting their own learning goals, and how teachers are responding to parents' aspirations for their child's learning.

The service has engaged external expertise to develop and implement a more systematic approach to internal evaluation, resulting in more purposeful and reflective practices.

Leadership capability has been enhanced, with leaders now providing increased mentoring and coaching support—particularly for recently appointed teachers. Participation in relevant external professional learning is aligned with the service's improvement priorities.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Responsive, intentional teaching practices and purposeful well-designed learning environments reflect the service's philosophy values, and *Te Whāriki*, the early childhood curriculum.

- Differentiated teaching strategies guide individual children's interests and foster their independence, communication, early literacy, and mathematical skills. Younger children experience responsive interactions and benefit from teachers' attentiveness.
- Transitions into, through the centre, and onto school are well-supported by teachers through collaborative practice, promoting a sense of belonging in each learning environment. The use of te reo Māori and tikanga Māori is evident in the curriculum.
- Implementation of the new assessment framework is in the early stages, and its effectiveness is not yet known. Some intentional teaching strategies are evident in planning documentation; however, these are yet to be evaluated for groups of learners.

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

Teachers regularly collaborate and are continuing to build their knowledge and expertise to provide a responsive curriculum.

- Leaders and teachers engage in professional learning opportunities that clearly align with the centre's strategic objectives and teachers' individual professional growth cycles, to develop and improve their teaching practices.
- Leaders and teachers meet regularly to share ideas and identify specific teaching strategies to assist them in supporting individual children's learning.
- Leaders and teachers participate in useful mentoring processes. They discuss the impact of improved teaching practices on children's learning but are yet to consistently show this in documentation.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Improvement-focused leaders model and set clear expectations for the service's curriculum.

- Systems are in place that guide daily operations well. These include strategic planning aligned with the service's learning priorities, and a professional growth cycle designed to support teachers in developing their teaching capability.
- A collaborative and systematic internal evaluation process is established, incorporating parents' input. The process also includes ongoing monitoring and evaluation of improvements made.
- Relational trust between leaders and the teaching team fosters collaboration and supports the development of positive relationships with parents and whānau.

Those in governance allocate resources that align with the service's philosophy, vision and values for learning and meet the needs of the learning community.

- Leaders regularly consult with parents and whānau and implement policies and practices that ensure parent aspirations inform the centre's philosophy, vision, goals and curriculum.
- Leaders and teachers work collaboratively with external agencies to improve outcomes for children with additional learning needs.
- Leaders monitor the progress of the service's strategic objectives and priorities to inform decision making.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Summerfield 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?

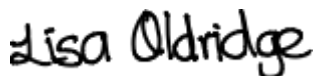
Summerfield Early Learning Centre will include the following actions in its quality improvement planning:

- Increase visibility of intentional teaching strategies in assessment documentation to enable evaluation of how effective they are in promoting valued learning for children.
- Embed newly implemented assessment, planning and evaluation processes, and undertake regular evaluation to determine their effectiveness in improving outcomes for 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.\*](#)



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Director of Early Childhood Education (Acting)

26 June 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	130 children, including up to 30 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 4%; NZ European/Pākehā 13%; Chinese 64%; Other European 5%; Indian 3%; other Asian 3%; other ethnic groups 8%.
Service roll	119
Review team on site	April 2025
Date of this report	26 June 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, July 2021; Education Review, September 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)*.

	<b>Above the threshold for quality</b>
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.
	<b>Below the threshold for quality</b>
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.