

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Galaxy Childcare – East Tamaki

Profile Number: 47994

Location: East Tamaki, Auckland

1 ERO’s judgement of Galaxy Childcare – East Tamaki 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

Galaxy Childcare – East Tamaki is one of four services owned by Essential Educational Solutions Ltd. The director works closely with a centre manager to lead the teaching team and support staff. The service's philosophy is guided by *Te Whāriki*, the early childhood curriculum and Te Ao Māori values that focus on the wellbeing of children through love and respect. The majority of children attending are of Pacific heritage.

4 Progress since the previous ERO report

ERO's 2023 report identified two key next steps in relation to implementing a localised curriculum and recording children's learning in relation to the learning outcomes of *Te Whāriki*. The service has made good progress in these areas.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a curriculum that is responsive to their interests and strengths and that reflects the cultures and languages of each child and their family.

- Responsive, reciprocal and respectful relationships are formed with each family, supporting children's sense of belonging. Teachers acknowledge, respect and respond to the languages and cultures of children and their parents/whānau.
- Leaders and teachers provide a curriculum that positively promotes children's decision-making and supports their growing confidence. Children are kind and have close, caring friendships with peers.
- Teachers' ongoing observations of children build a picture of what children know, understand, feel and are interested in. Assessment information is increasingly showing individual children's learning progress, in relation to the learning outcomes of *Te Whāriki*.

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

Leaders and teachers are supported to build their professional knowledge and cultural competence to design and implement a responsive curriculum.

- Leaders and teachers value and celebrate Pacific cultures and the diverse ethnicities of children and families, for who they are and what they bring to the service. Teachers are taking steps to confidently use te reo Māori and aspects of tikanga Māori in their everyday practice.
- An established process is in place to support leaders and teachers to inquire into aspects of knowledge, skills and practices to identify what they are doing well and what can be improved. Teachers take responsibility for their own learning and are supported by regular access to professional learning opportunities.
- Leaders and teachers are beginning to evaluate the impact of professional learning and improvement actions. They are starting to consider whether improved teaching practices are making a difference for children's learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service is building the conditions to develop leadership capability and a shared understanding of how to do and use evaluation for improvement.

- Leaders and teachers demonstrate relational trust which enables collaboration for improvement. They model and expect professional accountability for the wellbeing and learning of all children.
- There is an internal evaluation process in place that shows teachers' reflective practice, and which is improvement focused. Leaders and teachers are taking steps to better monitor and evaluate the difference that any improvements have made for children's learning.
- Leaders have a strong focus on mentoring teachers to develop their teaching practice.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing are considered in resourcing and decision-making.

- Leaders and teachers work collaboratively to enact the service's vision and priorities for improvement.
- The organisation continues to develop policies and procedures that monitor and guide practices to ensure regulatory requirements are maintained.
- Leaders have streamlined long-term organisational goals across the four services. They are yet to monitor and evaluate progress towards these goals to inform governance decisions and priorities.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Galaxy Childcare – East Tamaki 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?

Galaxy Childcare – East Tamaki will include the following actions in its quality improvement planning:

- For leaders and teachers to continue to build evaluation capability of all staff to better show how well curriculum design and implementation supports positive learning outcomes for children.
- For leaders and teacher to improve internal evaluation processes by monitoring and evaluating how well changes made contribute to ongoing improvement over time
- For leaders to evaluate and record the progress made towards achieving strategic goals.

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)

3 June 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	80 children, including up to 20 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 12%, Samoan 55%, Cook Island 8%, Tongan 6%, Fijian 5%, NZ European/Pākehā 3%, Tokelauan 3%, other ethnic groups 8%
Service roll	65
Review team on site	November 2024
Date of this report	3 June 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review June 2023

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.