



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Funshine Early Learning Centre

Profile Number: 45688

Location: Riversdale, Southland

1 ERO's judgement of Funshine 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 the above domains.

## 3 About the Service

Funshine Early Learning Centre is a rural service in Southland. A board of trustees is responsible for governance of the service and a centre manager is responsible for the daily operations. She works with a team of mostly qualified teachers to provide education and care for children over two years of age. The service is guided by a Christian-based philosophy aligned to *Te Whāriki*, the early childhood curriculum. The core values of the service are love, joy, patience, kindness, goodness, faithfulness, humility and self-control.

## 4 Progress since the previous ERO report

ERO's 2022 Akanuku | Assurance Review report identified some areas of non-compliance with the regulatory standards. During this evaluation ERO confirmed that leaders and teachers have addressed and maintained the licensing requirements in the areas previously identified.

Following ERO's 2022 report, the service received some Ministry of Education funded professional development relating to leadership and supporting children's oral language development. Building leadership capability within the service remains an area for further development.

## 5 Learning Conditions

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

Children's learning and development, in a play-based context, is supported through caring and respectful interactions, that are responsive to children's verbal and non-verbal communication.

- Teachers are increasingly intentional about providing both planned and spontaneous learning experiences for children. They interpret and extend on children's developing verbal language and communication skills.
- Children are actively involved in a wide range of indoor and outdoor learning activities with and alongside others, within a purposeful, well-resourced environment. Their independence, exploration, creativity and social skills are encouraged and affirmed.
- Children's learning records make learning and some progress of learning visible. Teachers are yet to explore the learning outcomes of *Te Whāriki* with their learning community or use these to identify priorities for children's learning.

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

The service is establishing the conditions to support leaders and teachers to build their professional knowledge and cultural competence.

- Leaders and teachers are beginning to inquire into, and reflect on, aspects of their practice through an established professional growth cycle process. However, this is a self-driven, individualised process with minimal leadership oversight or formalised feedback and feedforward.
- Leaders and teachers have access to some professional learning and development, but minimal coaching and mentoring on an ongoing basis. They are yet to formally document how well participation in professional learning and development has improved their teaching practices or made a difference for children's learning.
- There have been limited opportunities in the last two years for leaders and teachers to learn about or engage in internal evaluation, inquiry and knowledge building to sustain improvements and innovations.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leadership is in the early stages of establishing the conditions to develop the capability of leaders to support improved teaching.

- Leadership is making good use of the strengths and interests of the teachers to support a distributive leadership model. They continue to build relational trust to enable collaboration for improvement.
- Currently there is no mentoring support for leadership. Leadership is mainly focused on the day-to-day operation and legislative requirements and is yet to have a strong focus on lifting the quality of teaching and learning.
- Leadership has yet to implement and evaluate systems, processes and practices that promote ongoing improvement.

### **Stewardship through effective governance and management | Te Whakaruruhau**

The learning and wellbeing of children in the context of family relationships and the Christian philosophy are the primary considerations in resourcing and decision making.

- An established board has clearly defined governance roles and responsibilities that are well managed by trustees with a range of appropriate skills and experiences.
- The board works closely with the leadership and the teaching team to enact the service's strong shared vision, mission statement, core Christian values and beliefs.
- Regular board meetings and management reports help to inform the board about the operation of the service. There is yet to be effective monitoring and evaluation of key service priorities.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Funshine 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?

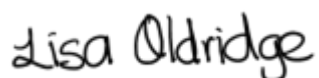
Funshine Early Learning Centre will include the following actions in its quality improvement planning:

- Develop leadership capability within the service including provision of ongoing mentoring and support.
- Build collective capability to regularly do and use internal evaluation processes to guide inquiry and knowledge building. This includes reporting to governance on how well the service's vision, plans and priorities for improvement are achieved and have made a difference to supporting children's learning.
- For leaders and teachers to explore the learning outcomes of *Te Whāriki* and with the learning community, develop priorities for children's learning.

### 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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30 June 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	37 children, over the age of 2 years old
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 12%; NZ European/ Pākehā 67%; Canadian 4%; Filipino 4%; South African 4%; Sri Lankan 4%; Pacific 3%; other ethnicities 4%.
Service roll	57
Review team on site	February 2025
Date of this report	30 June 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, October 2022; Education Review, June 2018

### 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.