



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Cashmere Early Learning Centre

Profile Number: 45406

Location: Christchurch

1 ERO's judgement of Cashmere 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

Cashmere Early Learning Centre is a small privately-owned and operated service. The owner is responsible for governance and is supported by a manager who has oversight for the daily operations of the centre. Recent staff changes have resulted in the owner's increased involvement in the curriculum to support the teaching team. Children who attend represent a diverse range of ethnicities. The centre's core values guide the teaching and learning programme. These include: manaakitanga/kindness; whanaungatanga/strong relationships; ako/reciprocal learning; tuakana-teina/peer support; wairuatanga/spiritual well-being; rangatiratanga/independence; and kaitiakitanga/environmental guardianship.

4 Progress since the previous ERO report

Since ERO's 2022 Akarangi | Quality Evaluation leaders and teachers have made good progress in relation to the three identified improvement actions. These were to:

- continue to determine the key priorities for learning, in consultation with parents and whānau
- deepen teachers' understanding of *Te Whāriki*, the early childhood curriculum learning outcomes and over time show how all children are developing in relation to the learning priorities and consider this information in terms of equity
- consistently show in assessment records how teachers value children's languages, cultures and identities.

The centre's core values have been reviewed by leaders and teachers. Parents and whānau had opportunities to contribute to these values by sharing aspects of their home lives which are reflected in these values.

Leaders and teachers have undertaken relevant professional development to deepen their understanding of *Te Whāriki*. As a result, leaders have developed guidelines that set clear expectations. Teachers review the progress children are making in relation to the learning outcomes from *Te Whāriki* to inform next steps for learning. Assessment records show that children's cultures, languages and identities are well integrated through learning stories.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a rich curriculum that provides a wide range of valued learning opportunities reflective of the service's core values and *Te Whāriki*.

- Children engage in sustained and independent play and learning and are well supported by teachers who are highly intentional and responsive to their interests, needs and preferences. The indoor and outdoor learning environments are reflective of the localised bicultural curriculum, well-resourced and thoughtfully prepared.
- Teachers add complexity to children's learning through integrating aspects of literacy, numeracy and critical thinking and providing many opportunities for creativity and construction. They meaningfully support children's sense of identity by using some home languages such as, Mandarin and Cantonese.
- Assessment practices show children's learning over time through a range of activities. Parents are beginning to materially influence the development of children's individual goals for learning.

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

Leaders and teachers work collaboratively to build shared knowledge to inform a well-considered responsive curriculum.

- Teachers actively participate in relevant professional learning and development opportunities to increase their knowledge of current theory and practice. They are beginning to monitor how well new learning is being applied and having an impact on shifts in their practice.
- An established professional growth cycle shows teachers engaging and reflecting on practice. Leadership provides regular affirming feedback however feedback is not yet sufficiently rigorous to stimulate ongoing critique and grow capability.
- Teachers continue to develop their knowledge and expertise to do and use effective internal evaluation. Leaders and teachers informally know that review processes lead to improvements, however limited gathering and analysis of data affects their ability to identify the impact of new strategies and actions on outcomes for both teachers and children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service is establishing the conditions to develop capability to support quality teaching.

- Leadership set high expectations for the teaching team and positively role models these. The new team meet regularly to clarify agreed ways of working and to foster leadership by delegating responsibilities.
- Systems for building sustainable leadership are beginning to be developed. This includes seeking external mentoring and ongoing relevant training.
- Leadership has introduced new systems and processes for many aspects of the service's operations including a system for curriculum planning and assessment. These are yet to be embedded.

Children's learning and wellbeing are the primary consideration in resourcing and decision making.

- Increased visibility of governance within the daily programme is enabling greater connections to families and whānau and a better understanding of their needs. Targeted funding supports identified needs and allocation of resources to reduce barriers to participation.
- A largely operational strategic plan guides the service. Parent input into the revision of the philosophy, values and strategic direction has not yet been strongly sought.
- Governance aligns professional learning and development and resource allocation to the service priorities and values. This includes the provision of additional staffing to support transitions into the service for younger children.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Cashmere 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?

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

- Explore ways to develop learning-focused partnerships with parents and whānau to meaningfully input into the direction and vision of the service.
- Leadership to embed, recently developed systems such as, the professional growth cycles, internal evaluation and assessment planning and evaluation expectations. Monitor their implementation and evaluate the effectiveness of these on showing shifts in teachers' practice and improved 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.*](#)

Lisa Oldridge

Lisa Oldridge
Director of Early Childhood Education (Acting)

3 July 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children aged over two years
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 8%; NZ European/Pākehā 64%; other ethnicities 29%
Service roll	42
Review team on site	May 2025
Date of this report	3 July 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, February 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)*.

	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.