



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: The Learning Lane

Profile Number: 10005

Location: Henderson, Auckland

## 1 ERO's judgement of The Learning Lane 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

The Learning Lane is a privately-owned service governed and operated by two directors who share responsibility for both management and daily operations. The service's philosophy is underpinned by the service priorities of whanaungatanga (a family focus), ako (love of learning), challenging and stimulating environments, care and respect.

## 4 Progress since the previous ERO report

The 2021 ERO report identified two actions for improvement. These related to continuing to grow the leadership capacity of kaiako to support succession planning, and continuing to resource intentional and purposeful professional learning and development that aligns with the professional growth cycle.

Good progress has been made in both areas. Leadership capacity among kaiako has been strengthened to support succession planning. Leaders actively coach and mentor teachers through professional growth cycles that develop individual teaching capabilities and foster potential future leaders. Professional development is intentionally resourced and aligned to teachers' goals and developmental needs.

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

The service has multiple sources of information that show the breadth, depth and complexity of children's increasing capabilities in relation to the learning outcomes of *Te Whāriki*, the early childhood curriculum.

- Oral language is well supported and role-modelled by teachers. Children experience a rich, responsive curriculum that encourages complex thinking through a wide range of experiences.
- Parents' aspirations are purposefully used to inform curriculum design and implementation. Children's cultural identity is celebrated and visible throughout assessment records.
- Sustained interactions between teachers and children support children to develop social and emotional competencies. Te reo Māori and te ao Māori are meaningfully integrated into the curriculum.

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

Leaders and teachers regularly gather and analyse information to evaluate the quality of education and care and use this information to inform ongoing planning for improvement.

- Leaders and kaiako gather and use insights from coaching and mentoring to strengthen collective capability. A shared understanding of Māori and Pacific values informs ongoing curriculum planning and improvement.
- Kaiako intentionally reflect on their practice to adapt teaching approaches and the environment to better support individual children's needs and preferences.
- Leaders and kaiako engage in a professional growth cycle that builds individual and collective capability. They draw on current research to inform practice and guide decisions related to teaching, learning, and evaluation.

## **5 Organisational conditions**

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

The learning and wellbeing of children within the context of learning-focused partnerships, are central to leadership decision making.

- Leaders model professional accountability and collective responsibility for the learning and wellbeing of all children. Kaiako work collaboratively to enact the service's values and centre priorities.
- High relational trust enables the teaching team to work well together and build collective understanding. All kaiako are empowered to have a voice and to actively contribute to supporting learning priorities.
- Leaders and teachers recognise the importance of and gather child, parent and whānau perspectives. They draw on these to inform priorities for the service.

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

Governance is focused on sustainable decision making that supports the long-term viability and quality of the service.

- Governance and management allocate time and resources to support ongoing, meaningful professional learning for teachers and leaders. This investment promotes improved learning outcomes and equitable opportunities for all children and their families.
- Relational trust at every level fosters collaboration, professional risk-taking, and openness to change. This creates a positive environment for continuous improvement and strengthens teacher-child interactions.
- Roles and responsibilities within the leadership structure are clearly defined. This clarity supports continuity and sustainability through times of change.

## 6 Management Assurance on Legal Requirements

Before the review, the staff and management of The Learning Lane 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.

## 7 Where to next for improvement?

The Learning Lane will include the following actions in its quality improvement planning:

- Strengthen collective capability to lead and sustain internal evaluation focused on improvement.
- Explore opportunities to share successful centre practices and initiatives within the wider early learning community.

### 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)

4 July 2025

## 8 Information About the Service

Service Type	Education and care service
Number licenced for	25 children aged 2 and over
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 13%, NZ European/Pākehā 44%, Indian 11%, Samoan 7%, Cook Island Māori 5%, Niue 3%, Tongan 3%, other ethnic groups 14%
Service roll	41
Review team on site	March 2025
Date of this report	4 July 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, August 2017

### 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.