



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Central City Quality Edu-care Ltd

Profile Number: 30192

Location: Rotorua

1 ERO's Judgements

[Akarangi | Quality Evaluation](#) evaluates the extent to which this early childhood service has 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](#) are the basis for making judgements about the effectiveness of the service in achieving equity and excellence for all learners. Judgements are made in relation to the Outcomes Indicators, Learning and Organisational Conditions. The [Evaluation Judgement Rubric](#) derived from the indicators, is used to inform ERO's judgements about this service's performance in promoting equity and excellence.

ERO's judgements for Central City Quality Edu-care Ltd are as follows:

Outcome Indicators (What the service knows about outcomes for learners)	Whāngai Establishing
<u>Ngā Akatoro Domains</u>	
Learning Conditions	Whāngai Establishing
Organisational Conditions	Whāngai Establishing

2 Context of the Service

Central City Quality Edu-care Ltd is one of two privately owned services under the same ownership. The owner leads a small team of qualified and unqualified kaiako. Half of the children attending identify as Māori and a small number of children have Pacific heritages. The service's philosophy values children enjoying learning at their own pace.

3 Summary of findings

Tamariki experience a responsive play-based curriculum that supports their decision-making. The mixed-age learning environment is inclusive and well-resourced. The teaching practices of kaiako enable older tamariki to develop their creativity, understandings about the world around them, emotional and social competencies and oral language. Nurturing, unhurried care interactions support infants' and toddlers' physical and emotional wellbeing.

Positive steps have been taken to build culturally responsive teaching practices. Wall displays and some resourcing reflects te ao Māori and the multicultural heritages of children enrolled at the service. Daily experiences that support success for Māori children as Māori, have recently been strengthened. Tamariki experience use of basic te reo Māori and inclusion of aspects of tikanga Māori, such as waiata. Tuakana-teina relationships inclusively promote the learning of younger tamariki alongside their older peers. Experiences that are responsive to Pacific heritages are yet to be integrated into the curriculum provided.

Positive relationships between parents and kaiako provide opportunities for the informal sharing of information about learning at the service and what is happening at home for children. Documenting parent's aspirations and input and seeking their cultural knowledge is needed to strengthen curriculum planning. Assessment records consistently show the ways tamariki learn, including the development of new skills and understandings, and their progress over time. Assessment documentation aligns well with the learning outcomes in *Te Whāriki*, the early childhood curriculum.

Relational trust supports kaiako to share knowledge and skills with each other to build the team's collective capabilities. Evaluation for improvement is being established, with a useful framework utilised to inform research-based shifts in teaching practice. Professional growth cycles are in place and usefully focus on improving teaching approaches. Kaiako are yet to use these improvement processes to monitor and document the impact of changes made, on learning outcomes for tamariki over time.

Governance provides a positive working environment that promotes staff retention and supports ongoing relationships between whānau, tamariki and kaiako. The owner has self-identified that further curriculum leadership is needed to grow the skills and understandings of a mostly unqualified teaching team.

4 Improvement actions

Central City Quality Edu-care Ltd will include the following actions in its Quality Improvement Planning:

- Increase opportunities for parents/whānau to contribute their aspirations and culturally valued knowledge, to support curriculum development and the learning of tamariki.
- Intentionally support unqualified kaiako to build their knowledge of valued teaching and curriculum practices.
- Grow the understanding of all teachers to do and use evaluation for improvement, including identifying the impact of changes in teacher practice on children's learning over time.

5 Management Assurance on Legal Requirements

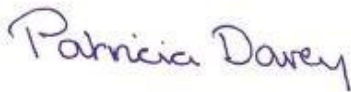
Before the review, the staff and management of Central City Quality Edu-care Ltd completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- curriculum
- premises and facilities
- health and safety practices
- governance, management and administration.

During the review, ERO looked at the service's systems for managing the following areas that have a potentially high impact on children's wellbeing:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; hygiene; excursion policies and procedures)
- suitable staffing (including qualification levels; safety checking; teacher registration; 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.



Patricia Davey
Director of Early Childhood Education (ECE)

6 May 2024

6 About the Early Childhood Service

Service type	Education and care service
Number licensed for	27 children, including up to 10 aged under 2
Percentage of qualified teachers	50-79%
Service roll	28
Review team on site	February 2024
Date of this report	6 May 2024
Most recent ERO report(s) These are available at www.ero.govt.nz	Akanuku Assurance Review, November 2022; Akanuku Assurance Review, October 2020