



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Central City Quality Edu-care (Pukaki St)

Profile Number: 40265

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 (Pukaki St) are as follows:

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

## 2 Context of the Service

Central City Quality Edu-care (Pukaki St) is one of two privately owned services under the same ownership. The supervisor leads a small team of qualified and unqualified kaiako. Under a third of tamariki enrolled are Māori and a small number have Pacific heritages. The philosophy places value on promoting children's wellbeing and wairua.

### 3 Summary of findings

Tamariki are empowered in an inclusive environment that supports their developing social competence and emotional wellbeing. Kaiako have formed positive relationships with tamariki and promote their independence and engagement through a range of curriculum experiences. Routines provide a sense of security for tamariki in being able to predict what will happen next. Leaders and kaiako utilise external support agencies to support the learning of tamariki with additional needs. Infants and toddlers benefit from a key teacher approach which provides nurturing and individualised care for their physical and emotional needs.

Strategies that support success for tamariki Māori as Māori are well integrated. The dual heritages of Aotearoa New Zealand are visible in the environment and the curriculum. All kaiako include basic te reo Māori and aspects of tikanga Māori as part of their daily teaching practice. They work collaboratively to facilitate the kaitiakitanga programme for older tamariki, which promotes positive learning dispositions and understandings of te ao Māori through play. They are yet to implement a curriculum that is similarly responsive to the cultures and languages of Pacific learners or children from diverse ethnicities.

The learning outcomes from *Te Whāriki*, the early childhood curriculum, are interwoven throughout curriculum assessment, planning and evaluation. Assessment information shows tamariki as capable learners who make progress over time. The learning aspirations of parents/whānau for their children's learning are gathered and are being used to inform learning goals for individual tamariki.

Relational trust supports kaiako to share knowledge and skills with each other to build the team's collective capabilities. The professional growth cycle process and external professional development focus on improving teaching practices.

Leaders and kaiako continue to improve their internal evaluation process. This is helping them to evaluate how well their curriculum is achieving their learning priorities for tamariki. Kaiako are yet to use these improvement processes to monitor and document the impact of changes made, on learning outcomes for tamariki. Governance provides a positive working environment that promotes staff retention and supports ongoing relationships between whānau, tamariki and kaiako.

### 4 Improvement actions

Central City Quality Edu-care (Pukaki St) will include the following actions in its Quality Improvement Planning:

- Improve internal evaluation processes so that leaders and kaiako monitor how improvement actions or changes made, have impacted on learning outcomes for tamariki over time.
- Grow kaiako understandings and knowledge of how to recognise and respond to the identities, languages and cultures of all tamariki, their parents and whānau.

## 5 Management Assurance on Legal Requirements

Before the review, the staff and management of Central City Quality Edu-care (Pukaki St) 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   | 35 children, including up to 10 aged under 2  |
| Percentage of qualified teachers  | 80-99%  |
| Service roll  | 25  |
| Review team on site   | February  |
| Date of this report   | 6 May 2024  |
| Most recent ERO report(s)<br>These are available at<br><a href="http://www.ero.govt.nz">www.ero.govt.nz</a> | Akanuku   Assurance Review, November 2022; Akanuku   Assurance Review, October 2020 |