

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: CAS Early Learning Centre

Profile Number: 90038

Location: Invercargill

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 \(PDF 3.01MB\)](#) are the basis for making judgements about the effectiveness of the service in achieving equity and excellence for all learners. [The Akarangi Quality Evaluation Judgement Rubric \(PDF 91.30KB\)](#) derived from the indicators, is used to inform the ERO's judgements about this service's performance in promoting equity and excellence.

ERO's judgements for CAS Early Learning Centre are as follows:

Outcome Indicators	ERO's judgement
What the service knows about outcomes for learners	Whakaū Embedding
Ngā Akatoro Domains	ERO's judgement
He Whāriki Motuhake The learner and their learning	Whakaū Embedding
Whakangungu Ngaio Collaborative professional learning builds knowledge and capability	Whakaū Embedding
Ngā Aronga Whai Hua Evaluation for improvement	Whāngai Establishing
Kaihautū Leaders foster collaboration and improvement	Whakaū Embedding
Te Whakaruruhau Stewardship through effective governance and management	Whakaū Embedding

2 Context of the Service

CAS Early Learning Centre is a small, privately owned service that provides education and care for children aged from two years to school age. A co-owner manages day-to-day operations and is supported by a head teacher who is the curriculum leader. All those who work with children are qualified early childhood teachers.

3 Summary of findings

Children's learning and wellbeing are well supported by caring, respectful, learning-focussed relationships between parents and teachers. Parents and teachers collaboratively set learning goals and reflect on children's progress against these. The learning outcomes from *Te Whāriki*, the early childhood curriculum guide teaching and learning.

Children experience a broad and responsive curriculum. This includes a richly resourced and carefully presented environment that values te ao Māori. Core Māori concepts, such tuakana-teina relationships, whakawhanaungatanga and whakaute (respect) are very evident. A greater use of te reo Māori in the daily interactions with children is required to enrich the bicultural curriculum. Teachers deliberately foster children's social competence, dispositions for learning, early literacy, physical exploration, creative and imaginative play. As a result, children are well supported to be confident, competent and show high levels of engagement.

A useful process of assessment and planning informs teaching and learning and empowers parents as teachers in the home. In learning stories, teachers describe in detail strategies that are most effective in supporting learning. Wall displays, and other information make visible for parents what learning matters most at CAS and how to support this. In learning records, it is difficult to see some children's unique cultures and languages.

While self-review has resulted in teachers reflecting on their practice and enhancing children's learning, internal evaluation is not yet well understood.

Collaborative leadership has resulted in sustained good practices and positive outcomes for children. The service's philosophy, values and learning priorities are at the centre of practices. Efficient systems and clear guidelines clarify expectations and enable staff to focus on children. Leaders and teachers seek out and share their professional learning, ensuring they are up to date with best practice.

4 Improvement actions

CAS Early Learning Centre will include the following actions in its Quality Improvement Planning. These are to:

- further build teachers' confidence in speaking te reo Māori.
- make children's cultures, identities, and languages more visible in children's assessment, planning and evaluation
- strengthen leaders' and teachers' understanding and use of internal evaluation by further refining evaluative questions and focusing on the impacts on outcomes for learners.

5 Management Assurance on Legal Requirements

Before the review, the staff and management of CAS Early Learning Centre completed an *ERO Centre 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; police vetting; teacher registration; ratios)
- evacuation procedures and practices for fire and earthquake.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.



Dr Lesley Patterson
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Southern Region | Te Tai Tini

23 December 2021

6 About the Early Childhood Service

Service type	Education and care service
Number licensed for	24 children, 2 years and over
Percentage of qualified teachers	100%
Service roll	21
Ethnic composition	Māori 5, NZ European/Pākehā 15, Other ethnicities 1.
Review team on site	October 2021
Date of this report	23 December 2021
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, November 2017; Education Review, February 2014.