



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Red Beach Early Learning Centre

Profile Number: 10056

Location: Red Beach, Auckland

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 Red Beach Early Learning Centre 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

Red Beach Early Learning Centre is privately owned. The service owner is actively involved in governance and management. Two head teachers are beginning to take on more responsibility as part of a leadership succession plan. The teaching team is fully qualified. Children enrolled are from a diverse range of ethnicities.

3 Summary of findings

The service's small group context supports the development of strong relationships between teachers, children, and their families. Leaders and teachers provide a well-resourced environment that encourages investigation and discovery. A calm atmosphere promotes a sense of wellbeing. Children are active explorers who lead their own learning.

Children's artwork is valued and well used to share information with families about what is happening in the curriculum. Teachers ensure children's learning records are accessible. This allows children to revisit their learning and see themselves as successful learners.

Leaders and teachers are working towards integrating Māori words and aspects of tikanga Māori into everyday teaching practices. The languages and cultures of individual children and families are celebrated through cultural events. Consideration could now be given to how knowledge and information of children's cultures could more strongly inform children's individual learning plans.

Leaders and teachers document children's progress over time. Assessment records show detailed and regular stories informed by children's interests and use a variety of references to describe what children are learning. A deeper engagement with *Te Whāriki*, the early childhood curriculum, could help the team to develop learning-focused partnerships with families, and enhance assessment practices.

The service is well managed. Leaders and teachers work well together. Processes for strategic planning and internal evaluation have been established. A further refinement of these processes could bring more clarity to the service's strategic direction. A robust process is in place to promote teachers' ongoing professional development.

4 Improvement actions

Red Beach Early Learning Centre will include the following actions in its Quality Improvement Planning:

- Strengthen engagement with *Te Whāriki* to develop learning-focused parent partnerships which contribute to curriculum planning and assessment practices.
- Continue to improve internal evaluation and strategic plans by using clearly defined evaluative questions to guide and evaluate progress towards strategic goals.

5 Management Assurance on Legal Requirements

Before the review, the staff and management of Red Beach 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 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)

26 October 2023

6 About the Early Childhood Service

Service type	Education and care service
Number licensed for	20 children aged over 2 years
Percentage of qualified teachers	100%
Service roll	23
Review team on site	September 2023
Date of this report	26 October 2023
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, March 2020; Education Review, June 2016