



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Lancaster Learning Centre

Profile Number: 20016

Location: Beach Haven, 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 Lancaster Learning Centre are as follows:

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

2 Context of the Service

Lancaster Learning Centre is a family-owned service that has been under the same ownership for 30 years. Children are well supported by longstanding teachers within a mixed age setting. A small number of Māori and Pacific children and their families attend. The service is a member of Te Ara Whetū Kāhui Ako | Community of Learning.

3 Summary of findings

Children experience a responsive curriculum that is consistent with *Te Whāriki*, the early child curriculum. Their independence and mana are enhanced as they are encouraged to care for themselves, others, and their place. A supportive team of teachers work well with children to promote their wellbeing. As a result, children demonstrate growing confidence and competence.

Teachers who work with infants and toddlers are responsive to their needs. The mixed-age setting supports culturally responsive practices, such as communal caregiving between younger and older children in care and learning relationships. Transitions into the service are well supported and responsive to individual children's needs. Te ao Māori practices are evident, although not yet consistently implemented.

Well-developed planning and assessment practices make children's learning visible. These practices provide children with feedback about their learning, recognising their efforts, challenges, and successes. Further embedding is required of intentional curriculum practices to provide for, and document, continuity of children's learning over time.

Leaders and teachers have developed responsive, reciprocal, learning-focused partnerships with children's parents and the wider education community. Parents' perspectives and aspirations are collected and responded to. Teachers work well with parents to support children's social competence. Children's cultural connectedness is evident.

Leaders have embedded evaluation, inquiry and knowledge building into quality improvement systems, processes, and practices. These provide a means for taking action to improve outcomes for learners. Aligning inquiry practices, such as evaluation and teachers' professional growth cycles, to the service's strategic direction would enable leaders to determine how well the service is achieving its vision and values.

Those responsible for governance and management provide a work environment that promotes collaboration and relational trust. This positive staff culture has resulted in a low turnover of teachers and supported the development of quality adult:child relationships.

4 Improvement actions

Lancaster Learning Centre will include the following actions in its Quality Improvement Planning:

- Continue to strengthen te ao Māori practices so they become consistently implemented.
- Strengthen and embed planning and assessment practices that make continuity of learning over time more visible.
- Align evaluation and inquiry practices to the service's strategic vision and goals to ensure these support the achievement of its vision and values to sustain quality improvement.

5 Management Assurance on Legal Requirements

Before the review, the staff and management of Lancaster 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:

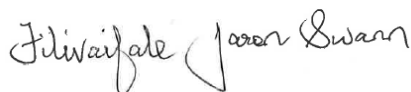
- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; hygiene; excursion policies and procedures)
- suitable staffing (including qualification levels; police vetting; teacher registration; ratios)
- evacuation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

6 Actions for Compliance

Since the onsite visit, the service has provided ERO with evidence that shows it has addressed the following non-compliances:

- Equipment, premises, and facilities are checked on every day of operation for hazards to children (HS12).
- A procedure for monitoring children's sleep ensures that children are checked for warmth, breathing, and general wellbeing at least every 5 to 10 minutes, or more frequently according to individual needs (HS9).



Filivaifale Jason Swann
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Northern Region | Te Tai Raki

1 September 2022

7 About the Early Childhood Service

Service type	Education and care service
Number licensed for	35 children, including up to 8 aged under 2
Percentage of qualified teachers	50-79%
Service roll	40
Review team on site	June 2022
Date of this report	1 September 2022
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, November 2018 Education Review, May 2015