



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Rosy Cheeks Early Learning Centre

Profile Number: 70151

Location: Christchurch

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 Rosy Cheeks Early Learning Centre are as follows:

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

2 Context of the Service

Rosy Cheeks Early Learning Centre is privately owned. A new centre manager, supported by directors, is responsible for daily operations. The diverse roll includes a small number of Māori learners. Good progress has been made in relation to the key next steps in ERO's 2020 report regarding collaborating with parents and internal evaluation. Making children's languages, cultures, and identity visible within assessment documentation is continuing to develop.

3 Summary of findings

Children experience a curriculum that is thoughtfully and intentionally planned by teachers. They engage with a wide range of experiences suitable to their ages, interests, and abilities, promoting independence and decision making. Teachers work with whānau and outside agencies to develop strategies that support and extend the learning and development of children with additional learning needs.

Teachers' strong relationships with whānau and children are evident. Parents and whānau have regular opportunities to contribute to their children's learning. Children's cultural information is gathered during enrolment, and their cultures are acknowledged in the wider curriculum. This information is not yet used to inform children's individual assessment documentation.

The bicultural curriculum is establishing, with some use of kupu Māori and aspects of tikanga Māori evident. Leaders and teachers are yet to find out about, and include the histories and pūrākau of mana whenua in the curriculum.

Leaders and teachers are increasingly intentional in using the learning outcomes in *Te Whāriki*, the early childhood curriculum. These are used to guide planning and assessment, and are shared with whānau to gather their aspirations for children's learning. The team has evaluated how well they use the learning outcomes to inform assessment and curriculum decisions.

Those in governance and management have a strong focus on equity of participation. They use a range of strategies to ensure that children can attend the service. Internal evaluation processes are well established, although some aspects require strengthening. Ongoing monitoring of compliance processes and practices is needed for leaders to be assured that all requirements are consistently met.

4 Improvement actions

Rosy Cheeks Early Learning Centre will include the following actions in its Quality Improvement Planning:

- Further develop the bicultural curriculum by including the histories and pūrākau of mana whenua in the daily programme.
- Make children's languages, cultures, and identity visible within assessment documentation.
- Increase opportunities for children to hear and use meaningful te reo Māori.
- Use an evaluative question and measurable quality indicators to guide internal evaluation processes.

5 Management Assurance on Legal Requirements

Before the review, the staff and management of Rosy Cheeks 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.

6 Actions for Compliance

ERO identified the following area of non-compliance:

- ensuring the sleep room temperature is no lower than 18°C.

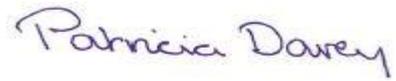
Licensing Criteria for Early Childhood Education and Care Services, 2008, PF12.

During the review, the service provided ERO with evidence that shows it has addressed the following non-compliances:

- Ensuring daily checks include all hazards identified in the criterion (HS12).
- Consistently ensuring there are signed and dated risk assessments for all safety checks of children's workers (GMA7a).

7 Recommendation to Ministry of Education

ERO recommends the Ministry follows up with the service provider to ensure non-compliances identified in this report are addressed.

A handwritten signature in purple ink that reads "Patricia Davey".

Patricia Davey
Director of Early Childhood Education (ECE)

20 September 2023

8 About the Early Childhood Service

Service type	Education and care service
Number licensed for	35 children over 2 years
Percentage of qualified teachers	100%
Service roll	70
Review team on site	June 2023
Date of this report	20 September 2023
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, June 2020; Education Review, June 2017