



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: City Impact Church Childcare - North Shore

Profile Number: 47820

Location: Browns Bay, Auckland

1 ERO's judgement of City Impact Church Childcare - North Shore is as follows:

| Domains: Ngā Akatoro   | Below the threshold for quality |                 | Above the threshold for quality |           |
|--|---------------------------------|-----------------|---------------------------------|-----------|
| The learner and their learning<br>He Whāriki Motuhake  | Improvement required            | Working towards | Embedded                        | Excelling |
| Collaborative professional learning and development builds knowledge and capability<br>Whakangungu Ngaio | Improvement required            | Working towards | Embedded                        | Excelling |
| Leadership fosters collaboration and improvement<br>Kaihautū   | Improvement required            | Working towards | Embedded                        | Excelling |
| Stewardship through effective governance and management<br>Te Whakaruruhau                               | Improvement required            | Working towards | Embedded                        | Excelling |

For an explanation of the judgement terms used and of the evaluation process please refer to the last page of this report. These judgements are based on the evidence provided to ERO during the evaluation.

|                              |                      |                         |
|------------------------------|----------------------|-------------------------|
| Children's health and safety | Improvement required | Taking reasonable steps |
|------------------------------|----------------------|-------------------------|

## 2 ERO's Judgements

[Akarangi | Quality Evaluations](#) evaluate the extent to which early childhood services have 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](#) and [Early Childhood Education \(ECE\) Improvement Framework \(teacher led services\)](#) are the basis for making judgements about the quality of the service in achieving equity and excellence for all learners. Evaluations for improvement | Ngā Aronga Whai Hua is integrated across all of the above domains.

## 3 About the Service

City Impact Church Childcare - North Shore is one of a group of four early learning services owned by a charitable trust. A national manager oversees the services. A centre manager is responsible for the day-to-day operations and is supported by the teaching team. The group's philosophy gives emphasis to its special Christian character and community values of 'Believe, Belong, Become and Build'. The group's priorities are 'Know who we are in God, Supporting Transitions, Social and Emotional Competence and Family and Community Engagement'. An additional learning priority for this service is 'Culturally responsive and inclusive practice'. Infants to school-age children learn and play in six age-based areas, where teaching and learning are guided by these values and priorities.

## 4 Progress since the previous ERO report

ERO 2023 Akanuku | Assurance Review identified two key next steps to:

- improve the extent to which children's assessment information reflects their cultures, languages and identity
- further strengthen the bicultural curriculum to ensure children are given regular opportunities to develop knowledge and understanding of the cultural heritages of both parties to Te Tiriti o Waitangi.

Good progress has been made in further strengthening the bicultural curriculum. The service has undertaken external professional development and an internal evaluation focused on the bicultural curriculum, increasing teachers' knowledge and understanding of bicultural teaching practices. Some reference to children's culture is visible in wall displays, and cultural events are celebrated.

Following consultation with the community, the service identified a new learning priority focused on culturally responsive and inclusive teaching practices. Good progress has also been made in improving the extent to which children's assessment information reflects their home lives and Christian values. Embedding children's home languages in individual learning assessments is ongoing.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Children experience a curriculum clearly aligned with *Te Whāriki*, the early childhood curriculum, and actively promotes the service's Christian character, philosophy, vision and priorities for learning.

- Parents and whānau actively participate in the curriculum sharing aspects of their cultures. Te reo Māori is used in some interactions, group times and routines.
- Learning environments are well resourced and thoughtfully planned, providing many opportunities for oral language and early literacy learning.
- Children with additional learning needs are well supported. Teachers collaborate with parents and use intentional resourcing and strategies to promote children's social and emotional competence, as well as their developing communication skills.
- Teachers working with children aged under two years are attentive and responsive to children's unspoken cues, questions, gestures, and individual needs. Children are well supported during transitions into the service and between learning areas, promoting a strong sense of belonging.

### Collaborative professional learning and development builds knowledge and capability | Whakangungu Ngaio

Organisational conditions support leaders and teachers to access service-wide professional learning and development that are aligned to service priorities.

- Leaders and teachers actively reflect and collaborate to discuss children's learning and development. They share their professional learning across the group of services to build teacher capability and consistency of teaching practices.
- Professional growth processes purposefully guide and improve teaching practices and are clearly aligned with the service priorities. Leaders and teachers are improvement focussed, regularly considering what is working, what is not, and for whom.
- Leaders and teachers are currently evaluating the effectiveness of assessment, planning and evaluation processes to improve consistency of practice across the group of services. Assessment information does not yet demonstrate clear links to *Te Whāriki* learning outcomes, children's learning progress over time, or the effectiveness of intentional teaching strategies in supporting learning.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

High levels of relational trust enable effective collaboration to promote improved outcomes for children and whānau.

- Leaders have a strong understanding of the service's Christian philosophy and actively apply it in practice. They role model and promote clear expectations for the teaching teams.
- Highly experienced leaders work closely together to mentor centre managers across the group. Regular opportunities are provided for leaders to meet, engage in service-wide professional learning, and share knowledge that builds teacher capability and consistency across the group.
- A range of tools and methods is used to gather relevant information for evaluation and improvement purposes. Leaders collect meaningful data to identify priorities and actions for improvement and engage in deliberate, evidence-informed decision making.

### Stewardship through effective governance and management | Te Whakaruruhau

Governance fosters an environment that reflects the service's Christian values and prioritises children's learning and wellbeing.

- Governance actively promotes the services' Christian philosophy and ensures that parent and whānau aspirations meaningfully influence the organisation's vision, goals, and plans for children's learning. Resourcing is strategically aligned with service's priorities.
- Governance ensures new managers are confident and competent in their roles. Staff are strategically appointed for their skills and expertise to add value across the services and build teacher capability.
- A collaborative systematic approach to internal evaluation is well established across the group and is used to inform change and ongoing improvement in practice.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of City Impact Church Childcare - North Shore 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 system for managing the following areas that have a potentially high impact on children's health and safety:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; excursion policies and procedures)
- suitable staffing (safety checking of staff, 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.

## 8 Where to next for improvement?

City Impact Church Childcare - North Shore will include the following actions in its quality improvement planning:

- Refine assessment practices so documentation more clearly shows children's learning progress over time in relation to *Te Whāriki* learning outcomes and the service's priorities for learning, including evaluation of the effectiveness of intentional teaching strategies and how teachers respond to children's languages and cultures.

### Activities undertaken by the evaluation team

- Pre-visit contact with the service provider/manager.
- Reading documentation and records of children's learning and development.
- Scanning the learning environment and resources.
- Observations of interactions and teaching practice while onsite.
- Meetings and / or conversations with leaders and teachers.
- Sampling of information related to compliance.

[\*Further information about how ERO evaluates early childhood services is available here.\*](#)



Vivien Ruth  
Director of Early Childhood Education

15 December 2025

## 9 Information About the Service

|  |  |
|--|--|
| Service Type   | Education and care service   |
| Number licenced for  | 150 children, including up to 30 aged under 2  |
| Percentage of qualified teachers   | 80-99%   |
| Ethnic composition<br><i>Using rounded percentages</i>   | Māori 2%, NZ European/Pākehā 10%, Chinese 47%, South African 22%, Indian 4%, British 3%, Korean 3%, other Southeast Asian 5%, other ethnic groups 3% |
| Service roll   | 117  |
| Review team on site  | August 2025  |
| Date of this report  | 15 December 2025   |
| 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, June 2023. ,   |

### Description around ERO's judgement terms

ERO's judgements are based on *Te Ara Poutama* and the *Early Childhood Education Improvement Framework (teacher led services)*.

|                      |   |
|----------------------|---|
|                      | <b>Above the threshold for quality</b>  |
| Excelling            | The service is excelling in the learning and organisational conditions to support high quality education and care for children.                                   |
| Embedded             | The service has embedded its learning and organisational conditions to support ongoing improvement to the quality of education and care for children.             |
|                      | <b>Below the threshold for quality</b>  |
| Working towards      | The service is working towards establishing the learning and organisational conditions to support improvements in the quality of education and care for children. |
| Improvement required | The service has not yet developed the learning and organisational conditions to support quality education and care for children.                                  |