



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: City Impact Church Queenstown Early Childhood Centre

Profile Number: 80052

Location: Queenstown

1 ERO’s judgement of City Impact Church Queenstown Early Childhood Centre is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
The learner and their learning He Whāriki Motuhake	Improvement required	Working towards	Embedded	Excelling
Collaborative professional learning and development builds knowledge and capability Whakangungu Ngaio	Improvement required	Working towards	Embedded	Excelling
Leadership fosters collaboration and improvement Kaihautū	Improvement required	Working towards	Embedded	Excelling
Stewardship through effective governance and management 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 Queenstown Early Childhood Centre is one of four early learning services owned by a charitable trust. A national manager oversees the services, while a centre manager, supported by the teaching team, is responsible for day-to-day operations. The group's philosophy gives emphasis to the 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.' This service has an additional learning priority: 'Culturally Responsive and Inclusive Practices'. The service community is culturally diverse, many families living away from their home countries. Emphasis is placed fostering family-like connections within the service. Children learn and play in three aged-based rooms.

## 4 Progress since the previous ERO report

ERO's 2021 Akarangi | Quality evaluation of the service identified three areas for improvement:

- continue to embed improvements to planning and assessment, to better show children's progress against *Te Whāriki* the early childhood curriculum learning outcomes, and how teachers value and recognise children's diverse languages, cultures and identities
- continue to build teachers' knowledge and understanding of te reo Māori and te ao Māori
- consult with parents and staff to identify other valued learning priorities, in addition to the biblical curriculum.

Leaders and teachers have made good progress in relation to all three areas. They have engaged in significant professional learning and development, resulting in changes to teaching practices, and have undertaken a group-wide internal evaluation focused on bicultural practice. Following consultation with the community, the service has 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, Christian values, and a holistic view of the child. Embedding children's home languages consistently in individual learning assessments is ongoing.

## 5 Learning Conditions

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

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

- Learning environments are thoughtfully resourced and well considered. Daily planned aspects of the curriculum provide many opportunities for oral language and early literacy development.
- 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.
- Te reo Māori is used in interactions with children during group times and routines. However, children's individual languages and cultures are not consistently reflected in individual learning documentation.
- Children aged under two years' experience calm and nurturing learning environments. They are well supported by highly responsive teachers who meet their individual learning needs, interpret unspoken cues, and promote 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 opportunities that is 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 priorities 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 Queenstown Early Childhood 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 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 Queenstown Early Childhood Centre 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	73 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 5%, NZ European/Pākehā 30%, Other ethnicities 39%, Brazilian 10%, Other European 6%, Indian 5%, Filipino 5%, French 4%,
Service roll	76
Review team on site	September 2025
Date of this report	15 December 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, November 2021; Education Review, February 2016

### 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.