



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Te Whare Rama Light House Early Learning Centre Lyttelton Street

Profile Number: 70451

Location: Spreydon, Christchurch

1 ERO's judgement of Te Whare Rama Light House Early Learning Centre Lyttelton Street is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
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

Te Whare Rama Light House Early Learning Centre Lyttelton Street was previously known as Spreydon Baptist Community Early Learning Centre. It is one of four services governed by the Building Blocks Community Trust which is affiliated to the South-West Baptist Church. The centre manager has operational responsibility for all four services and oversight of teaching and learning, supported by a deputy centre manager. They are, in turn, supported by head teachers in each service.

The group's philosophy is that each child is unique, giving emphasis to the history of Aotearoa New Zealand, valuing te reo Māori and tikanga Māori. The services' Christian values, kaitiakitanga (caring for the environment and resourcing), aroha (love), whakaute (respect) and whakapono (faith) are part of the curriculum.

The learning environment has a separate nursery for infants and a preschool area for toddlers. Many children transition into another Te Whare Rama service when they are ready to learn and play with older children.

4 Progress since the previous ERO report

ERO's 2021 Akarangi | Quality evaluation identified three actions for improvement. These were to:

- find ways to collaborate with whānau Māori and fanau Pacific and the learning community to determine priorities for children's learning by exploring the learning outcomes from *Te Whāriki*, the early childhood curriculum
- increase the visibility of children's cultures, languages and identities in assessment documentation
- continue to build capability and collective capacity to improve the quality of internal evaluation for sustained improvement.

Significant progress has been made on the first two actions. Steps have been taken to strengthen learning partnerships with parents and whānau and these are evident in a variety of ways. Leaders and teachers have been working collaboratively with parents and whānau to review valued teaching and learning, and to identify their learning priorities. Assessment practices have been strengthened, and as a result children's cultural identity is effectively woven through learning documentation. Initiatives to work with whānau Māori and fanau Pacific are being introduced at another service in the group before implementation in this service.

Good progress has been made in building the capability of leaders and teachers to use internal evaluation for improvement, and this remains an area for development.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children learn through an inclusive, responsive curriculum that reflects the priorities of the learning community well.

- Leaders, teachers, parents and whānau work together to design and consistently implement a curriculum that reflects what learning matters most for children at this service. Teachers are yet to evaluate how well these curriculum priorities are being met and what difference they are making for groups of children.
- Children experience a language-rich learning environment which promotes their early literacy and oral language capabilities. Teachers prioritise language learning, including each child's home language, te reo Māori and New Zealand Sign Language, recognising that these play a crucial role in building learner identity from a young age.
- Intentional teaching strategies promote children's developing social and emotional competencies well. Teachers engage in highly respectful interactions with children, reflective of the service's philosophy and values.
- Children's independence and decision-making is fostered in a calm, well-resourced environment that gives them space and time to lead their own learning. Teachers are attuned to children's learning needs and are respectful of their choices.

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

Leaders and teachers continue to build their cultural competence and expertise to provide a rich curriculum for all children.

- Teachers work positively alongside whānau Māori, Pacific families and external connections to grow their own knowledge of teaching and learning that is culturally valued. This knowledge is thoughtfully woven into the curriculum.
- Leaders and teachers are highly reflective about their ongoing learning and aspects of their teaching practice. They identify changes to their teaching as a result and are beginning to identify how these improve children's learning over time.
- Internal evaluation processes are regularly used to enable some in-depth exploration into areas of teaching, and result in improvement. Leaders continue to build teachers' understanding and use of evaluation to identify the impact of teaching on children's learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders sustain conditions that promote consistent teaching and learning approaches and ongoing improvement.

- Leaders are highly collaborative; improvement focussed and work well together. Strong relational trust supports teachers to collectively enact the service's vision and priorities for improvement.
- Professional accountability and clear expectations of high-quality practice are modelled by leaders. They regularly monitor teaching and provide feedback across the services to promote collaborative improvement.
- Leaders advocate for and alongside children, parents and whānau to ensure all children have access to high-quality, inclusive education and care. As a result, children requiring additional support are effectively included in the curriculum and their learning progressed.

Stewardship through effective governance and management | Te Whakaruruhau

Those responsible for governance and management allocate resources that clearly align with the service's philosophy, vision and values.

- Children's learning and wellbeing is considered in all decision making of governance and management. Christian values materially influence the group's plans, priorities and goals.
- Leaders work effectively with relevant social agencies and community organisations to pursue broader educational outcomes and social justice for children, their parents and whānau. Strong connections are made with the wider education community to promote lifelong learning.
- Regular reviews and reports to the board provide useful information about service operations. These are yet to give insights into how well the curriculum and strategic priorities are being met in relation to children's outcomes.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Te Whare Rama Light House Early Learning Centre Lyttelton Street 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?

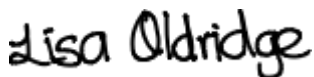
Te Whare Rama Light House Early Learning Centre Lyttelton Street will include the following actions in its quality improvement planning:

- Evaluate the effectiveness of work undertaken on the service's curriculum and learning priorities to better understand the difference this is making for groups of children.
- Develop a stronger evaluative focus in curriculum documentation to clearly show the impact of intentional teaching on outcomes for individuals and groups of children over time.
- Refine internal evaluation processes and subsequent reporting to the board to better inform decision making.

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.*](#)



Lisa Oldridge
Director of Early Childhood Education (Acting)

22 October 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	41 children, including up to 16 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 20%, NZ European/Pākehā 74%, Tongan 4%, South African 8%, Filipino 6%, Zimbabwe 4%, Other Pacific groups 2%
Service roll	50
Review team on site	July 2025
Date of this report	22 October 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, October 2021; Education Review, October 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)*.

	Above the threshold for quality
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.
	Below the threshold for quality
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.