



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Dazzling Stars Early Learning Centre

Profile Number: 47947

Location: Ranui, Auckland

1 ERO's judgement of Dazzling Stars Early Learning Centre 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

Dazzling Stars Early Learning Centre is one of two services under the same ownership providing for children in two age-based learning areas. A qualified owner manages the service and is responsible for governance, management and curriculum delivery. Serving a diverse community, the service's philosophy places emphasis on learning being a shared adventure built on trust (whakapono), aroha (love), and mutual respect (whakaute).

4 Progress since the previous ERO report

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

- more consistently include children's languages and cultures in assessment documentation; and
- continuing to develop a shared understanding of early childhood theories that are important to this service.

Good progress has been made in both areas. Cultural knowledge and aspirations are gathered from parents and are beginning to be reflected throughout the curriculum. The teaching team has improved their knowledge by undertaking an inquiry into theories that support young children's learning and development.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Leaders and teachers are actively working to identify what matters most in the service, to guide the implementation of a responsive curriculum.

- Teachers actively foster children's developing oral language, social and emotional competence skills and independence. Younger learners are nurtured in a calm and responsive way that promotes their sense of belonging and wellbeing.
- Emergent literacy practices are supported by a range of intentional teaching practices, building children's confidence to communicate and express themselves in more than one language.
- Parents' goals for their children are discussed. However, teachers are at an early stage of using these aspirations to inform curriculum planning.
- The curriculum reflects the principles, strands and goals of *Te Whāriki*, the early childhood curriculum. Children's progress and the learning outcomes of *Te Whāriki* are not consistently used to assess and record learning over time.

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

Teachers and leaders are beginning to work collaboratively to build their professional knowledge and cultural competencies.

- Teachers have opportunities to participate in professional learning and development, both individually and in teams. However, reflections from these opportunities do not yet clearly show the impact on children's learning.
- Professional growth systems are being established and are beginning to inform changes in teaching practice. A formal system for mentoring is not in place, limiting consistent support for teacher development.
- The diverse teaching team is building cultural knowledge and competencies alongside parents. Some home languages are now included in documentation, and cultural celebrations take place to help children to learn about their own and other cultures.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are establishing the conditions to build relational trust and improve systems and processes to promote children's ongoing learning.

- Leaders and teachers are in the initial stages of forming a new team and developing collaborative practices. Current induction processes focus on health and safety rather than teaching and learning, limiting teachers' development of a shared understanding of curriculum design and implementation.
- Inquiry practices are established and led by the service leader. While there is evidence of some changes in teacher practice, the impact on children's outcomes is not documented, limiting the ability to measure effectiveness.
- Aspects of shared leadership are established. Peer-to-peer observation practices are beginning to inform changes that positively influence children's learning.

Stewardship through effective governance and management | Te Whakaruruhau

Governance is developing systems, processes, and practices to support decision making and an increased focus on what is happening for children and their learning.

- Positive working conditions support teachers to improve their understanding and grow as professionals. Systems for improvement and health and safety are becoming increasingly intentional, contributing to a more structured approach to quality assurance.
- Leaders are drawing on external support to provide systems that build knowledge and capability. Strategic planning is not yet prioritised to incorporate multiple stakeholder perspectives hindering long-term direction and sustainability.
- Governance promotes equity of participation, access, and inclusion. Decision making is focused on children, their whānau and connections with the wider community.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Dazzling Stars 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 system for managing the following areas that have a potentially high impact on children's health, safety and wellbeing:

- 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?

Dazzling Stars Early Learning Centre will include the following actions in its quality improvement planning:

- Purposefully document and evaluate how intentional teaching practices respond to children's ongoing learning and progress, aligned to the outcomes of *Te Whāriki*.
- Refine improvement practices, to explicitly capture and analyse the impact of intentional teaching strategies on outcomes for children's learning.

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

20 January 2026

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 11%, NZ European/Pākehā 8%, Indian 48%, Fijian 14%, Samoan 8%, Chinese 3%, Colombian 3%, Filipino 3%, other ethnic groups 3%, other Pacific groups 2%
Service roll	41
Review team on site	October 2025
Date of this report	20 January 2026
Most recent ERO report (s) These are available at www.ero.govt.nz	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)*.

	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.