



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kiwi Supertots Learning Centre - Papakura

Profile Number: 25187

Location: Papakura

1 ERO’s judgement of Kiwi Supertots Learning Centre - Papakura 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

Kiwi Supertots Early Learning - Papakura is one of three family-owned services. Governance oversight and distributed leadership across the services support daily operations. The philosophy places value on whanaungatanga (family and community connections), manaakitanga (reciprocal relationships), kaitiakitanga (upholding cultural knowledge), and aroha (nurturing care). Children learn in two age-specific areas sharing access to outdoor playgrounds. There have been significant leadership and staff changes since the last ERO report.

4 Progress since the previous ERO report

The November 2019 report identified two key next steps relating to strengthening learning outcomes for children by purposefully fostering each child's individual learning pathway and enhancing internal evaluation systems to more specifically promote improved outcomes for children. There has been good progress with a new system for individual development planning and inclusion of the valued outcomes from *Te Whāriki*, the early childhood curriculum. The service has mostly used its own broad outcomes in internal evaluation. Leaders and teachers are yet to consistently embed the learning outcomes across systems in place and continue to build on the content and the depth to better reflect *Te Whāriki*.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service's curriculum, based on *Te Whāriki* and the philosophy support children, whānau and teachers to foster whanaungatanga, manaakitanga and kaitiakitanga.

- There are opportunities for children to experience their own and others culture, language and identity through open ended resourcing and visual learning for Māori, Pacific, including diverse cultural celebrations and special events.
- Children, including those with additional needs, engage in a variety of child-led learning experiences in a play-based learning environment. Their agency and decisions are respected and working theories supported by responsive teacher practices through oral language, waiata and creative social play.
- Current individual development plans are based on children's interests. The learning outcomes from *Te Whāriki* are yet to be consistently integrated throughout assessment and planning documentation and evaluated to show progression of learning overtime for individual and groups of children.

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

Leaders and teachers are continuing to build their professional knowledge to implement a responsive curriculum.

- Professional growth cycles are building on aspects of professional knowledge and cultural responsiveness. Leaders and teachers are yet to evaluate the effectiveness of teaching practices and the impacts for children's learning.
- There have been staff changes and teachers are well supported. Leaders undertake regular induction follow up processes to build relevant and shared understanding of *Te Whāriki*.
- Leaders and teachers are yet to develop a shared understanding of planning, assessing and evaluating, or ways to build on learning dispositions for children in relation to *Te Whāriki*.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders have embedded systems, process and practices to implement and maintain teachers' practice.

- Leaders and teachers work collaboratively to enact strategic goals and provide feedback back on progress made in regular meetings and reports.
- Leaders are increasingly accountable and collectively responsible for the wellbeing and learning of children at the service through new leadership systems distributed across all three services.
- A systematic process for internal evaluation is in place. There have been some shifts in practice. Greater depth is now required to monitor and evaluate equitable outcomes for individual and groups of children.

Stewardship through effective governance and management | Te Whakaruruhau

Governance uses a range of information to develop and refine strategic priorities and make resourcing decisions which factor learning and wellbeing for children.

- Positive steps have been taken to support the retention of qualified teachers to promote consistency for children in their experienced curriculum.
- Strategies are in place to support equity of access and participation for children and their families.
- Well-maintained organisational systems and regular communication with leaders enable governance to be well informed of service operations. Progress towards strategic goals is monitored through regular meetings and reporting although these do not yet have regard for children's learning outcomes.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kiwi Supertots Learning Centre - Papakura 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?

Kiwi Supertots Learning Centre - Papakura will include the following actions in its quality improvement planning:

- Continue to develop teachers' and leaders' collective capability to have a shared understanding of planning, assessing and evaluating and ways to build on learning dispositions for children in relation to *Te Whāriki*.

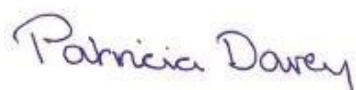
Kiwi Supertots governance will include the following in its Quality Improvement Planning, to ensure that all services are working at a consistent level:

- Increase the focus within each service's reporting and monitoring systems to include actions taken to deliver the breadth and depth of *Te Whāriki*.
- Unpack the learning outcomes from *Te Whāriki* alongside the learning community of each service (whānau, teachers, children, leadership and governance) to generate shared priorities for children's learning to guide strategic planning and implementation of relevant local curricula.

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.](#)



Patricia Davey
Director of Early Childhood Education (ECE)

27 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	35 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 33%, Samoan 17%, Indian 9%, other Pacific groups 29%, other ethnic groups 12%
Service roll	35
Review team on site	August 2024
Date of this report	27 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, November 2019; Education Review, June 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.