



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kiwi Supertots Learning Centre Royal Oak

Profile Number: 10360

Location: Auckland

1 ERO’s judgement of Kiwi Supertots Learning Centre Royal Oak 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
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## 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 Royal Oak 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 three 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 September 2021 ERO report identified three improvement actions related to increasing whānau contributions and reflecting children's cultural identities in the curriculum, supporting leadership growth and strengthening internal evaluation processes.

Good progress has been made to increase whānau contributions. Evidence shows each family's aspirations for their child's learning are collected to guide individual planning. Teachers are developing learning-focused partnerships that support elements of cultural connectedness. Parents are now involved in leading cultural events. A recent focus on reflecting the cultural identity of Māori tamariki is visible in assessments. Teachers are yet to strongly acknowledge all children's individual cultural identities. This remains an area for growth.

Good progress has been made in supporting leadership development. Evidence shows centre leaders have had ongoing access to external professional learning that strengthens their leadership capability.

There has been limited progress in evaluation for improvement. A useful framework is in place to guide longer term evaluations and record changes made. However, there is limited, relevant, measurable data about children's learning. Information is not yet generated about the impact of shifts in teaching practices on improving children's learning outcomes. This remains an area for improvement.

## 5 Learning Conditions

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

Children experience a calm and unhurried curriculum with predictable routines and opportunities for teacher-led learning and child-initiated play.

- Children with additional learning needs learn alongside their peers, supported by partnerships with external agencies and parents. Teachers use recommended strategies to support their progress.
- Learning environments are adequately resourced to support children's growing interests and capabilities. Increasing children's freedom of access to all aspects of the learning environment, indoor and out is required to better support learning across the breadth of *Te Whāriki*, the early childhood curriculum.
- Children have some opportunities for sustained interactions with teachers and other children that respond to their different ages and stages. Increasing teachers' understandings around the varied ways young children learn is needed to better support individual children's progression and complexity of learning.

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

Leaders and teachers are building their professional knowledge of *Te Whāriki* and are working towards establishing a responsive local curriculum.

- Leaders and teachers are taking steps to develop shared understandings of Māori as tangata whenua, local places of significance and history. They are growing their capability around and integration of te reo and tikanga Māori in the curriculum.
- Teachers are beginning to inquire into aspects of their practice. Access to regular professional learning and mentoring from leadership is supporting the diverse teaching team to develop early understandings of play-based education within New Zealand.
- Cycles for supporting professional growth are in place with frameworks to guide reflection and recording of new knowledge. Teachers are yet to consider the impact of new professional learning on children's outcomes which limits opportunities for scrutinising and improving practice.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders model professional responsibility and work collaboratively to enact the service's philosophy and strategic plans.

- Leaders are building relational trust with the new teaching team to support openness to change and increase consistency of practice. Within the teaching team, qualified teachers are empowered to take responsibility through distributed leadership roles.
- Leaders engage purposefully with quality monitoring of regulatory compliance, and aspects of curriculum implementation across their own and sister services. They review curriculum planning, teaching practices and children's learning and generate information on strategic goal progress and implementation of the organisation's values.
- Community connections through networked relationships support leaders to continue to develop their professional knowledge to lead and mentor the teaching teams.

## 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 children's learning and wellbeing.

- 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 are 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 Royal Oak 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 Royal Oak will include the following actions in its quality improvement planning:

- Develop leaders' and teachers' understandings of the theories underpinning *Te Whāriki* to support implementation of a curriculum that responds to individual children's ways of learning and promotes increased complexity of learning.

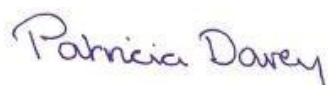
Kiwi Supertots governance will include the following in its quality improvement planning, to ensure that all services are working at a consistent level:

- 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.](#)



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27 November 2024

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	38 children, including up to 20 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 18%, NZ European/Pākehā 11%, Indian 64%, Filipino 21%, Fijian 7%, Cook Islands 3%, other ethnic groups 3%
Service roll	28
Review team on site	August 2024
Date of this report	27 November 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, September 2021; Education Review, June 2017

### 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.