



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kiwi Supertots Learning Centre, Botany

Profile Number: 25438

Location: Botany, Auckland

1 ERO's judgement of Kiwi Supertots Learning Centre, Botany 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

Kiwi Supertots Learning Centre, Botany 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 four aged-based areas with older children sharing an outdoor playground.

4 Progress since the previous ERO report

Since the August 2021 Akanuku | Assurance Review, regulatory compliance has been maintained. Specific areas for improvement were not identified in the review report.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children learn within suitably resourced environments through respectful teaching interactions that promote aspects of *Te Whāriki*, the early childhood curriculum.

- Infants and toddlers experience unhurried nurturing care that supports their emotional wellbeing and sense of belonging. Older children learn through a range of teacher-led activities and child-initiated play that supports their interests, fine motor skills, social skills, literacy and numeracy awareness, and some higher thinking skills.
- Regular opportunities, both formal and informal, are in place for parents and teachers to share information around children's progress towards agreed goals. Some parents contribute during bicultural and multicultural celebrations and language weeks.
- Group and individual planning systems are in place, focusing predominately on a limited range of activity-based skills related to children's developmental progress. Children's learning in relation to the breadth and depth of *Te Whāriki* is yet to be well evidenced.

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

Leaders and teachers are taking steps to improve their professional knowledge to design and deliver a responsive local curriculum.

- Leaders and teachers have undertaken external guidance to begin to develop their local curriculum and bicultural understandings. Some leaders and teachers are in the early stages of demonstrating their understanding of the valued outcomes for children in *Te Whāriki* and are yet to integrate these into the curriculum.
- Systems for professional growth focus on teaching or leadership. New knowledge from professional learning is recorded, however consideration of the impact of this on children's outcomes is not yet well evidenced.
- Internal evaluation practises are continuing to develop through a systematic process that supports improvements in curriculum delivery. Whilst leaders and teachers have begun to evaluate the impact of changes on children's learning, this draws upon limited data and research.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are taking steps to work collaboratively to coordinate and review curriculum planning and teaching practises to enact the organisations' priorities for improvement.

- Systems for mentoring are in place to monitor teachers' reflections about their weekly practices. This mentoring has recently begun to be documented.
- Access to regular professional learning is in place. Relational trust within the long-serving teaching teams support openness to change and growth.
- Leaders are yet to build their collective understandings around the theories of children's learning, to enable effective use of the organisations' quality monitoring systems.

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 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, Botany 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, Botany will include the following actions in its quality improvement planning:

- Build leaders' and teachers' shared understandings of the theories underpinning the valued outcomes in *Te Whāriki*, to enable curriculum design and documentation that supports children's progress and learning over time.

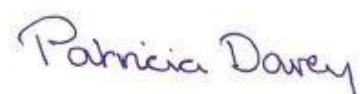
Kiwi Supertots governance will include the following in its Quality Improvement Planning, to ensure that all services are working at a consistent level:

- 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	135 children, including up to 25 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 6%, NZ European/Pākehā 8%, Indian 47%, Pacific 12%, Asian 14%, Middle Eastern 13%
Service roll	77
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	Akanuku Assurance Review, August 2021; Education Review, March 2018

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.