

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little Kiwis Playhouse Early Learning Centre

Profile Number: 45315

Location: Three Kings, Auckland

1 ERO's judgement of Little Kiwis Playhouse 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

Since ERO's report in 2023 there have been significant staff changes. A qualified owner/manager oversees daily operation of the service. A newly formed teaching team includes three qualified teachers and three support staff. The philosophy is guided by *Te Whāriki*, the New Zealand early childhood curriculum, and includes some aspects of a Montessori approach to learning such as practical life skills. Children enrolled are from culturally diverse heritages.

4 Progress since the previous ERO report

ERO's previous report identified key next steps relating to providing further opportunities for parent and whānau to share perspectives about their children, and building teachers' professional knowledge of *Te Whāriki*. Largely due to the changes in staff, limited progress has been made in these areas.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service curriculum is limited in how it responds to the learning needs, identities and goals of children and their parents.

- Teachers are beginning to strengthen their connections with parents. There is limited evidence of how teachers utilise parents' goals for their child's learning, or their cultural knowledge, to plan the curriculum.
- Assessment of children's learning reflects their developing skills and preferred ways of learning. Teachers are at the early stages of building their understanding of the learning outcomes of *Te Whāriki*, and how intentional teaching strategies are planned and used to progress these for individuals.
- Children demonstrate a sense of belonging in a supportive and caring environment. They are familiar with the routines of the centre, and older children have opportunities for leadership.

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

Service leaders are taking steps to support teachers to build professional knowledge and practice.

- Leaders are beginning to engage in external professional learning and development to build teachers' understanding of *Te Whāriki* and its implementation. They are yet to show changes in teacher practice as a result of their learning.
- A system to enable professional growth of teachers has been developed. Steps are being taken to fully implement this process, including the mentoring of newly appointed teachers.
- Service leaders are taking steps to improve how bicultural practices are included in the curriculum. Templates have been developed to guide and support teacher's practice.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service is establishing the conditions to develop leadership capability to support quality teaching.

- Leaders are yet to build their understanding of the difference between self-review and internal evaluation and their respective roles in promoting ongoing improvement.
- The service is at the early stages of putting an effective system in place for internal evaluation that focuses on how changes to teaching are impacting on children's learning.
- Leaders are taking steps to build relational trust with the newly established team to enable collaboration and improvement.

Stewardship through effective governance and management | Te Whakaruruhau

Service leaders are developing a shared understanding of planning and priorities for improvement.

- Leaders are at an early stage of consulting with parents and whānau about the vision, plans and priorities for improvement.
- A framework of policy and procedures have been developed. This is supporting the service to maintain regulatory requirements.
- Leaders are beginning to work with relevant agencies to support and improve educational outcomes for children.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Kiwis Playhouse Early Learning Centre completed and *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?


Little Kiwis Playhouse Early Learning Centre will include the following actions in its quality improvement planning:

- Develop assessment for learning practices that is informed by parents and whānau perspectives and goals for their children.
- Build teachers' understanding of how to extend children's learning and development, in relation to the learning outcomes from *Te Whāriki*, through their assessment and planning practices.
- Build a shared understanding of the difference between self-review and internal evaluation and how each can be used to support improvement.

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)

7 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children, including up to 8 aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Indian 37%, Chinese 15%, Indonesian 11%, Sri Lankan 7%, Tongan 4 %, South African 4%, Japanese 4%, Filipino 4%, European 4%, other Asian 11%
Service roll	27
Review team on site	August 2024
Date of this report	7 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, June 2023; Education Review, August 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 organisation 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.