

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Little Papis Childcare Incorporated

**Profile Number:** 45732

**Location:** Thorndon, Wellington

1 ERO's judgement of Little Papis Childcare Incorporated 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

Little Pipis Childcare Incorporated is an early childhood service for children whose parents work for Pipitea House in Thorndon. It is governed by a committee who work closely with the centre manager. The service's philosophy encompasses a commitment to providing quality education and care for tamariki and emphasises the value of celebrating shared partnership with tamariki, kaiako, mātua, whānau and the wider world. Making connections with, and exploring the local community is an important part of the daily curriculum. Children play and learn together in a mixed-age environment.

## 4 Progress since the previous ERO report

Since ERO's previous report in June 2021, the service has maintained regulatory requirements through use of effective management systems and ongoing monitoring.

## 5 Learning Conditions

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

Children experience a rich curriculum that supports their developing social competence, emotional wellbeing and cultural connectedness.

- Children's verbal and non-verbal cues are intentionally responded to by teachers. Children hear and use te reo Māori and New Zealand Sign Language in daily conversations and experiences.
- Children lead their own learning, alongside teachers who intentionally pose questions and share their thinking to extend children's learning. Respectful and nurturing interactions guide children through regular routines and rhythms of the day.
- Assessment information regularly documents children's interests, successes and challenges in partnership with whānau, showing their learning and progression over time. A current focus is to strengthen the documentation of children's individual learning within group experiences, including making links more consistently with the learning outcomes in *Te Whāriki*, the early childhood curriculum.

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

Leaders and teachers work collaboratively and individually to enhance professional knowledge and expertise to implement a responsive curriculum for all children.

- Children, alongside their whānau, regularly contribute to daily curriculum experiences that reflect their cultures, languages and identities.
- A shared commitment to taking personal responsibility for professional learning is contributing to growth for all teachers. The knowledge of teachers continues to be enhanced through relevant professional development that is making a positive difference for children.
- Teachers' professional growth cycle goals link to centre-wide quality improvement actions and contribute to the growth of teaching practices.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Effective systems and practices enable leaders to successfully implement coherent processes that contribute to maintaining high-quality teacher practices.

- There is collective capability to do and use review and evaluation processes to guide ongoing improvement. Regular engagement with these processes is building shared knowledge and has contributed to high levels of relational trust.
- The centre manager mentors and coaches teachers to develop their teaching and leadership capabilities, leading to positive outcomes for children.
- Deepening the reflection of outcomes for learners within all systems and processes is timely to further promote equitable and excellent outcomes for all learners.

### **Stewardship through effective governance and management | Te Whakaruruhau**

Children's learning and wellbeing are the primary considerations in resourcing and decision-making for the service.

- Parent and whānau aspirations materially influence the service's strategic direction and ongoing plans for a sustainable future.
- Equitable outcomes for learners are promoted through the provision of a range of conditions such as a low adult: child ratio and a positive working environment for teachers.
- Governance is responsive to the needs of the service, greatly supported by their first-hand knowledge of the unique context as members of the service's specific community.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Pipis Childcare Incorporated 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?

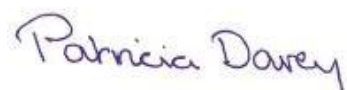
Little Pipis Childcare Incorporated will include the following actions in its quality improvement planning:

- Deepen consideration of improved outcomes for learners within all curriculum and operational systems and processes. This includes monitoring ongoing progress towards realising equitable and excellent outcomes for all learners.

### 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)

19 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	NZ European/Pākehā 90%; other ethnic groups 10%
Service roll	30
Review team on site	September 2024
Date of this report	19 November 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, June 2021; Education Review, December 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.