



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Imagine Kids Care Huntly Limited

Profile Number: 46050

Location: Huntly

1 ERO's judgement of Imagine Kids Care Huntly Limited 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

Imagine Kids Care Huntly is privately owned. The curriculum is led by the qualified owner alongside her long serving teaching team. The service's vision and philosophy are underpinned by the Māori values of Whanaungatanga, Manākitanga, Kotahitanga and Hauora. The Maramataka is used in all aspects of the centre. Leaders and teachers aspire for all tamariki to build their confidence and become future leaders of the world.

4 Progress since the previous ERO report

The July 2021 ERO report identified two improvement actions related to internal evaluation and use of the learning outcomes from *Te Whāriki*. Good progress has been made to build the capability of the team including a shared understanding of evaluation. Targeted professional learning and development have increased kaiako knowledge of *Te Whāriki*, the early childhood curriculum and the Maramataka, strengthening planning for each child.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

An embedded local curriculum provides increasing opportunities for Māori children to experience success as Māori.

- Children develop an understanding of te ao Māori through the Maramataka, te reo Māori and tikanga Māori practices. They learn pepeha, mihi whakatau, karanga, karakia, waiata and celebrate Kingitanga and Matariki alongside their whānau.
- Priorities for children's learning are aligned with the Maramataka, *Te Whāriki*, centre philosophy and strategic plan and parents' aspirations. Planning and assessment documentation requires further strengthening to better show children's cultural identities.
- Parent aspirations and the Maramataka are considered in planning for individual children. Biannual reports highlight children's progress towards these aspirations, centre priorities and attributes of Atua.

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

Kaiako are increasing their professional knowledge and cultural competence to design and implement a curriculum that is responsive to all learners.

- Curriculum expectations and guidance assists kaiako to develop a shared understanding of *Te Whāriki*. They are yet to consider how they can provide more opportunities for child-initiated learning within the Maramataka curriculum.
- Relational trust is well established and supports kaiako to work collaboratively to enact the centre's values and priorities for learning.
- An established professional growth cycle supports critical reflection, leading to shifts in teaching practices. Kaiako are yet to document the impacts and benefits for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work collaboratively to enact the centre's vision, values and priorities for improvement.

- Collaborative leadership practices provide opportunities for mentoring that build a shared understanding and the capabilities of qualified and unqualified kaiako.
- Many quality improvement practices are established, including internal evaluation practices. Currently these are more focused on what kaiako and children are doing rather than how effectively their practices are supporting children's progression in learning.
- There is shared responsibility to promote professional learning and equitable outcomes for children.

Stewardship through effective governance and management | Te Whakaruruhau

The centre owner and manager uses a range of information to develop strategic priorities that are primarily focused on outcomes for Māori children.

- The voice of whānau is intentionally sought and influence long-term planning with a focus on improvement.
- Children's learning and wellbeing are well considered in resourcing decisions.
- Relationships within the local community support broader educational outcomes for children.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Imagine Kids Care Huntly Limited 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 Areas of Concern

ERO found areas of concern in the service relating to:

- a written emergency management plan and evidence of the review of the plan, on an at least annual basis and implementation of improved practices as required
- a record of the lockdown drills carried out at least 3-monthly and evidence of how evaluation of all relevant drills has informed the annual review of the service's emergency plan.

Licensing Criteria for Early Childhood Education and Care Centres 2008 HS7, HS8

9 Where to next for improvement?

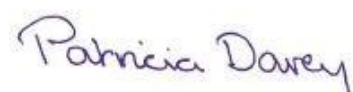
Imagine Kids Care Huntly Limited will include the following actions in its quality improvement planning:

- Continue to build leaders and kaiako knowledge and use of effective internal evaluation to better know what is working or not and for whom.
- In assessment, planning and evaluation processes ensure the language and culture of each child is considered alongside the valued outcomes from *Te Whāriki* and whānau aspirations.
- Provide more opportunities for child-initiated learning within the Maramataka curriculum.

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)

20 November 2024

10 Information About the Service

| | |
|--|--|
| Service Type | Education and care service |
| Number licenced for | 66 children, including up to 15 aged under 2 |
| Percentage of qualified teachers | 50-79% |
| Ethnic composition <i>Using rounded percentages</i> | Māori 73%; NZ European/Pakeha 27%; Samoan 10%; Tongan 5%; Cook Island 5%; other Pacific 3%; Indian 3%; Asian 3%; Afghan 3%; other ethnic groups 4% |
| Service roll | 59 |
| Review team on site | August 2024 |
| Date of this report | 20 November 2024 |
| Most recent ERO report (s) These are available at www.ero.govt.nz | Akarangi Quality Evaluation, July 2021; Education Review, April 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. |