

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: SUPERKIDZ Early Learning Centre

Profile Number: 47495

Location: Royal Oak, Auckland

1 ERO's judgement of SUPERKIDZ 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

SUPERKIDZ Early Learning Centre is a privately owned education and care service. The centre has been relicensed and under new ownership since December 2022. Children under and over two years of age are catered for in a mixed-age setting. The owner and centre manager oversee the running of the service and support a team of qualified and unqualified staff.

4 Progress since the previous ERO report

The 2021 ERO report identified an improvement action to continue to develop the curriculum to foster children's curiosity and sustained exploration to strengthen children's transitions to school. Some changes have been made to teaching practices. However, the team is yet to evaluate the effectiveness of changed practices and link these to learner outcomes. As a result, documented assessment information is beginning to make some aspects of children's learning visible.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Leaders and teachers are at an early stage and beginning to build their knowledge and understanding of *Te Whāriki*, the early childhood curriculum.

- Teachers are yet to understand the purpose or use of the learning outcomes in *Te Whāriki* to assess children's learning and development. Building teacher capabilities in relation to documenting assessment practices has been a strategic focus.
- Teachers foster children's oral language development and provide opportunities for children to lead their play.
- The daily curriculum activities and experiences incorporate some aspects of the centre's philosophy.

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

Leaders and teachers have limited opportunities to develop professional knowledge, expertise and cultural competence.

- Leaders are beginning to provide some opportunities for teachers to engage in professional learning. However, teachers are yet to evaluate the effectiveness of changed practices on learner outcomes.
- Teachers are beginning to integrate some aspects of te reo Māori and tikanga Māori in their daily practices.
- Teacher capability and collective content knowledge about curriculum implementation limits opportunities for improvements to the quality of teaching.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are in the early stages of developing team capability to support quality teaching.

- Leaders are beginning to provide teachers with increased opportunities for distributive leadership.
- A systematic process for internal evaluation has been developed. The service is in the early stages of using internal evaluation to identify areas for improvement.
- The service has developed and is at an early stage of using a framework for reviewing its policies, procedures, and practices.

Stewardship through effective governance and management | Te Whakaruruhau

Leaders are developing some aspects of the service's plans and priorities for improvement.

- Policies and procedures to support induction and ongoing training are developed and in the early stages of being implemented to build teacher capability.
- Leaders and teachers share a commitment to improve the quality of education and care in the service.
- The new centre manager/owner has implemented processes to monitor and report on how well operational systems are meeting regulatory requirements.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of SUPERKIDZ 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?

SUPERKIDZ Early Learning Centre will include the following actions in its quality improvement planning:

- Teachers and leaders to develop a shared understanding of *Te Whāriki* to inform teaching practices and curriculum implementation.
- Continue to develop induction and ongoing training processes that focus on building the capability of leaders and teachers.

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)

25 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	25 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 10 %, NZ European/Pākehā 5%, Indian 33%, Filipino 19%, Chinese 14%, Samoan 10%,Taiwanese 5%, Vietnamese 5%.
Service roll	21
Review team on site	July 2024
Date of this report	25 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, February 2021.

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.