



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Li'I Champs Early Learning Centre

Profile Number: 47268

Location: Mangere Bridge, Auckland

1 ERO's judgement of Li'I Champs 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

A qualified service provider oversees the governance at Li'l Champs Early Learning Centre. The centre manager is responsible for the day-to-day management and works collaboratively with three recently appointed team leaders. Together, they support and monitor the quality of teaching and learning. The centre's philosophy focuses on whakaute | respect and aroha | love, recognising the importance of diversity, and viewing the environment as 'the third teacher'.

4 Progress since the previous ERO report

The 2022 ERO report identified two key next steps related to strengthening learning opportunities to support children's sustained exploration, as well as assessment, planning and evaluation of the curriculum. Teachers have strengthened their knowledge and understanding of *Te Whāriki*, the early childhood curriculum. As a result, good progress has been made to increase the range of learning opportunities that support children's exploration. Significant progress is evident in the implementation of a responsive individual planning process for children. This has been developed through intentional strategic planning and review.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Learning-focused partnerships with parents and whānau are embedded and progress agreed priorities for children learning.

- Parents goals for their children inform assessment and planning for their child. These are closely linked to the valued learning outcomes from *Te Whāriki*.
- Children's languages, culture and identity are visible in the curriculum; planning and assessment documentation further supports children's cultural connectedness.
- Transitions into, within, and from the centre support children's continuity of learning. Opportunities that promote complexity and extension of learning for older children and empowerment for younger learners through routines are variable.

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

Leaders and teachers increasingly work collaboratively to build their cultural competence to design and implement a rich and responsive curriculum.

- Leaders and teachers value and celebrate Pacific learners and diverse groups of children and their whānau for who they are. The cultural perspectives of parents and whānau are regularly sought to inform a culturally responsive curriculum.
- Ongoing relevant professional learning and development and mentoring builds teacher capability.
- Teachers inquire into aspects of their practice by asking what works and what doesn't. They are yet to consider this in relation to the impact of their teaching on different groups of children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Steps are being taken to strengthen leadership support for team collaboration and improvement.

- Leaders work deliberately to establish relational trust within the teaching team.
- New team leader positions are being established to support quality teaching and learning. Senior leaders provide ongoing mentoring to build capability and shared understanding of the new leaders.
- Many quality improvement practices are established and focused on what teachers and children are doing. There is yet to be a shared understanding of effective evaluation to support team engagement in internal evaluation processes that focus on the difference these actions are making for children.

Stewardship through effective governance and management | Te Whakaruruhau

The learning and wellbeing of all children are considered in decision making.

- Social justice is considered in resourcing and decision making and supports steps to equity of access and inclusion in learning.
- Leaders work closely and collaboratively with relevant agencies and the community to respond thoughtfully to children's learning needs.
- Parent voice is yet to materially influence the development of strategic priorities or the review of the philosophy.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Li'l Champs Early Learning Centre 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?

Li'l Champs Early Learning Centre will include the following actions in its quality improvement planning:

- Strengthen teachers' knowledge and practice to empower infants and toddlers in their play and learning, especially through routines and care moments.
- Consider appropriate resourcing and build teachers' knowledge of effective strategies to promote complexity in older children's play and learning.
- Build a shared understanding across the team of the difference between review and evaluation, and use internal evaluation processes to understand how well valued learning outcomes are achieved for all children.

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)

15 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	80 children, including up to 20 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 14%, NZ European/Pākehā 5%, Samoan 29%, Cook Island 16%, Fijian 11%, Tongan 8%, Filipino 6%, Indian 6%, other ethnic groups 5%
Service roll	63
Review team on site	August 2024
Date of this report	15 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, May 2022

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.