

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kidz Rock Early Learning Centre

Profile Number: 40281

Location: Rotorua

1 ERO's judgement of Kidz Rock 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

Kidz Rock Early Learning Centre is a privately-owned service, operating as a mixed-age setting catering for infants, toddlers and young children. The owner is part of a small teaching team of experienced certificated and unqualified teachers. The centre philosophy highlights a child-led curriculum and strength of relationships with parents and whānau.

4 Progress since the previous ERO report

The 2023 Akanuku | Assurance Review identified several areas of non-compliance with regulatory requirements that have been addressed. Over the last year, staff have worked to build and maintain clear systems and processes to ensure ongoing compliance. Progress has been made to establish new improvement practices of internal evaluation and teacher's professional growth cycle.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a positive environment where their mana is recognised and fostered, with opportunity to take responsibility for their own and other's wellbeing.

- Te reo Māori and tikanga Māori are well integrated into the curriculum. Tamariki Māori experience meaningful and relevant connection to language and pūrākau of local significance.
- Infants and toddlers benefit from a calm and slow-paced environment, supporting their ability to predict what will happen next. Secure relationships support all children's developing social and emotional competence.
- Assessment practices show some evidence of children's progress over time. Teachers are yet to develop a process to enhance and extend children's learning and developing capabilities in relation to the learning outcomes from *Te Whāriki*, the early childhood curriculum.

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

Teachers are building their professional knowledge and expertise to design a responsive curriculum for all children.

- Teachers draw on their own cultural experience to clearly respond to the languages and identity of all children in the centre.
- Self-review processes are established and demonstrate teacher's collaboration. The impact for individual and groups of children is yet to be evaluated.
- A professional growth cycle is being implemented to support teacher growth; however it does not yet clearly show the effectiveness of changed practices on progressing children's learning and development.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are clearly focused on collaboration and maintaining a culture of relational trust.

- Leaders collectively enact the philosophy of the service. There are a range of opportunities for teachers to utilise their strengths and grow in confidence in their roles.
- Leaders are in the early stages of aligning the improvement practices of internal evaluation and teachers' professional growth cycles. As these practices are still being established, they are yet to fully understand the impact of shifts in practice on outcomes for children.
- A focus by leaders to embed clear systems and processes for operation of the service supports a collective responsibility for children's wellbeing and learning.

Stewardship through effective governance and management | Te Whakaruruhau

Governance have not yet clearly determined the service's priorities for children's learning to its guide strategic decision making.

- Overarching goals progress initiatives across the centre. These are yet to sit at a strategic level and have not been evaluated to understand their impact for children, parents and teachers.
- Children's wellbeing is clearly considered in decision-making, with staffing and ratio resourcing conditions positively impacting experiences for groups of children.
- Parents and whānau aspirations have been gathered but are yet to be clearly reflected in the review of the service's philosophy and vision.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kidz Rock 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?

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

- Identify clear priorities for children's learning, in partnership with parents and whānau, and align these to the learning outcomes from *Te Whāriki* to be able to inform strategic planning and improvement across the service.
- Develop clear guidelines and expectations in line with the developed priorities for learning to then implement them across assessment, planning and curriculum provision.

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)

5 December 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	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 65%, NZ European/Pākehā 13%, South African 17%, other ethnic groups 17%
Service roll	23
Review team on site	September 2024
Date of this report	5 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, April 2023; Education Review, November 2019

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.