



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kaleidoscope Childcare Centre

Profile Number: 47129

Location: Tauranga

1 ERO's judgement of Kaleidoscope Childcare 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

At Kaleidoscope Childcare Centre children learn in three aged-based areas. Positive relationships between teachers, children and families are foundational to the service philosophy. Play within a thoughtfully designed environment is valued, where children are encouraged to care for Papatūānuku.

4 Progress since the previous ERO report

The February 2023 ERO review identified two key next steps related to further developing the curriculum to reflect the place of tangata whenua and affirm and celebrate each child's culture.

Good progress has been made to strengthen aspects of the bicultural curriculum. Māori celebrations and events are well documented in relation to significance to tangata whenua within group planning. Intentional professional learning in relation to mana whenua has been accessed through the Kāhui Ako (community of learning). This has resulted in connections to Mauao (the tūpuna maunga of several iwi) and pūrākau within the programme.

There has been limited progress in strengthening the ways children's individual cultures, languages and identities, including those of tamariki Māori, are reflected within the curriculum and assessment processes. In particular, Pacific children's cultures, languages and identities are not well reflected. Leadership acknowledges that this is an ongoing area for improvement and ERO's evaluation affirms this.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a responsive curriculum that empowers them to explore the breadth of Te Whāriki, the early childhood curriculum.

- Children's decision-making is supported in a calm and unhurried environment, where teachers are present and responsive to the needs of all children. Sustained play is promoted through open-ended resources and respectful teaching practices, supporting creativity and critical thinking.
- Children's social and emotional competencies are well supported through intentional co-regulation teaching strategies and the promotion of oral language.
- Regular group planning is evaluated in response to child interests and to identify the effectiveness of teaching practices. Assessments for older children show valued outcomes and progress over time, and for younger children show their developmental progress and learning across areas of play.

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

Teachers work collaboratively to build their professional knowledge, and design and deliver a child-led curriculum.

- Teachers have a sound understanding of the varied ways children learn, and this is reflected in their teaching across three aged-based rooms. Professional growth cycles show teachers' increasing knowledge and some consideration of how this is influencing children's learning.
- There are good opportunities for teachers to attend relevant professional learning and share new knowledge with others.
- Peer mentoring is building assessment capability and intentional teaching strategies among the team.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service has embedded the conditions to develop leadership capability to enable quality teaching.

- The service's internal evaluation framework is used to decide on, and evidence, changes to teaching practice. Shared understanding is not yet in place of how to use the process to know the effectiveness of these shifts through identifying and monitoring the impact on children's outcomes.
- Leaders are identifying areas for improved practice and taking steps in relation to these. They make clear the expectation of an empowering and child-initiated curriculum that promotes social competence, emotional wellbeing and creativity.
- Relational trust between leaders, teachers, children and whānau supports openness to change and improvement.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and well-being are considered in resourcing and decision making in the service.

- A positive working environment, alongside a stable teaching team, supports wellbeing and a sense of belonging for children and their families.
- Professional relationships with external agencies are in place that support leaders to grow their capability and progress equitable outcomes for children and their whānau.
- Those responsible for governance intentionally ensure a range of measures are in place to remove barriers for children to attend and be included in the curriculum.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kaleidoscope Childcare 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?

Kaleidoscope Childcare Centre will include the following actions in its quality improvement planning:

- Strengthen the ways in which each child's cultures, languages and identity are celebrated and affirmed within the curriculum and documented assessment processes.
- Deepen leaders' and teacher's understanding of internal evaluation to enable them to monitor the impact of new knowledge and change on outcomes for 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)

18 December 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	68 children, including up to 16 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 22%, NZ European/Pākehā 55%, Pacific 6%, other ethnic groups 17%
Service roll	70
Review team on site	September 2024
Date of this report	18 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, February 2023; Education Review, September 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 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.