



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Karori Childcare Centre

Profile Number: 60202

Location: Karori, Wellington

1 ERO's judgement of Karori 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

Karori Childcare Centre is a small community-based service, governed by a parent committee. A qualified centre manager/senior head teacher and assistant head teacher oversee management and curriculum at the centre. Since the previous ERO evaluation there have been significant staffing changes, including the appointment of the current centre manager.

The service's philosophy values a sense of community including partnerships with parents and whānau, respectful relationships, acknowledging diversity and upholding Te Tiriti o Waitangi.

4 Progress since the previous ERO report

The 2021 ERO report identified three areas for improvement. These related to strengthening children's assessment records in several areas, increasing opportunities for children to learn about te ao Māori and other cultures, and developing teachers use of internal evaluation to enable informed improvement planning. Limited progress has been made in these areas with the new teaching team.

Children's assessment documentation is yet to consistently show the strategies used by teachers to progress learning and teachers' response to parents' goals for their children. There are some opportunities for children to learn about te ao Māori with teachers use of basic te reo Māori, tikanga Māori and waiata included in the programme. However, opportunities for children to learn about others cultures, and reflection of each child's culture within assessment remain areas for improvement. Leaders and teachers have not yet defined the service's learning priorities and therefore these cannot be referenced through curriculum assessment.

Leaders are accessing external support to build their knowledge of internal evaluation. Leaders and teachers are in the early stages of learning about how to use internal evaluation effectively.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Leaders and teachers are working to identify what matters most in the service through the development of a local curriculum.

- Parents' goals for their children have recently been gathered. Teachers are in the early stages of using these aspirations to inform curriculum planning.
- The curriculum reflects the principles, strands and goals of *Te Whāriki*, the early childhood curriculum. The valued learning outcomes of *Te Whāriki* are not consistently considered when assessing and recording children's learning over time.
- Children experience a wide-ranging curriculum. Their oral language and social competence skills are fostered by teachers, they have opportunities to engage in tuakana-teina (older-younger child) interactions and they participate in regular activities outside the service.

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

Leaders and teachers are beginning to inquire into aspects of their practice with a focus on what works, what changes need to be made and why.

- Leaders and teachers have opportunities to grow their professional practice and take responsibility for their learning. Most teachers are beginning to use the professional growth cycle to reflect on their teaching in relation to the Teaching Council's *Standards for the Teaching Profession*.
- Using self-review, leaders and teachers are working together to revise and strengthen their understanding of their local curriculum. They are yet to establish priorities for children's learning as a result.
- Teachers demonstrate understanding that care routines are integral to the curriculum for the youngest learners. Routine moments are supported by nurturing and responsive interactions.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are in the early stages of implementing processes and practices to promote ongoing improvement that align with the centre's vision and plans.

- Leaders and teachers are establishing a shared understanding of the service's philosophy and the teaching practices that support it.
- With external mentorship, leaders support teachers to grow their capability of using evaluation for improvement. Internal evaluation processes are yet to consider the extent to which shifts in teaching practices are achieving intended outcomes for children.
- The new teaching team continue to build relational trust to support collaborative change and improvement.

Governance has established roles and responsibilities to contribute to decision making that support broader service outcomes.

- A strategic plan with relevant goals and tasks is in place. This is yet to be monitored or evaluated to understand progress and the impact of actions taken.
- The service is establishing processes for consulting with parents, whānau and families about the service's goals, plans and priorities for improvement.
- Children's learning and wellbeing are supported through the provision of higher than required teacher to child ratios and resourcing.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Karori 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?

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

- Consistently utilise the learning outcomes in *Te Whāriki* to plan for and assess children's learning progress over time.
- Utilise and respond to parents' goals for their children when planning and assessing children's learning.
- Define and establish the service's priorities for children's learning to support shared understanding of what matters most at the service and implement teaching strategies to progress these.

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	25 children, including up to 8 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 7%, NZ European/Pakeha 79%, other ethnic groups 14%
Service roll	25
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	Akarangi Quality Evaluation, June 2021; Education Review, August 2017

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.