



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kiwikidz Educare - At the Beach

Profile Number: 45699

Location: Waihi Beach

1 ERO’s judgement of Kiwikidz Educare - At the Beach is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
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
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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

Kiwikidz Educare - At the Beach is privately owned and managed by a qualified teacher. A 2IC supports the owner who leads daily operations and teaches alongside the team. Children learn across two age-based areas. The philosophy places value on relationships with whānau, and supporting children as unique learners within a creative, peaceful environment.

4 Progress since the previous ERO report

ERO's 2022 Akanuku | Assurance Review included two key next steps around strengthening documentation of children's home identity, languages and cultures, and continuing to develop the local curriculum to reflect the priorities of the learning community. There has been good progress to integrate children's cultural identities, with development of a new assessment and planning framework. New opportunities for children and parents have been put in place to enable sharing of aspects of their cultures and languages. There is increased reflection of individual cultures and languages in documented assessment for some children. There has been good progress made to develop a place-based curriculum and integrate regular excursions to places of community significance. While a philosophy review has been undertaken, further development is needed to define the learning priorities as a community and align these with the learning outcomes in *Te Whāriki*, the early childhood curriculum.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a curriculum underpinned by respectful and reciprocal relationships that reflect the breadth and depth of *Te Whāriki*.

- Children experience a calm and unhurried, well-resourced environment that offers a wide range of opportunities for child-led learning and regular excursions into the local community. Sustained teacher interactions positively support children's sense of belonging, oral language, social and emotional competency.
- Transitions are well managed into, through and from the service to school and supported through strong relationships with families and wider community. Infants and toddlers benefit from a small group size, consistent caregiving, and intentional strategies for their age and stage.
- Curriculum planning methods have been recently reviewed, with assessment practices showing some progress over time for children. Teachers are beginning to purposefully integrate the learning outcomes from *Te Whāriki* in assessment practices, however these are yet to be evaluated.

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

Leaders and teachers are taking steps to develop their professional knowledge and capability towards designing a responsive curriculum for all children.

- Access to relevant professional learning provides teachers with useful strategies to support children's additional needs. Leaders' and teachers' understanding and use of te reo Māori, tikanga Māori and pūrākau is developing.
- Relational trust within the teaching team supports collective responsibility towards making needed changes when identified. Leaders and teachers have regular opportunities to share new knowledge and collaborate to design curriculum.
- Leaders and teachers are beginning to inquire into aspects of their practise, supported by regular mentoring. Cycles of professional growth record teaching actions and professional learning, however these are yet to document the impact of new knowledge and shifts in practice on children's learning outcomes.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are establishing foundational systems, processes and practices to underpin the philosophy and plans for improvement.

- While leaders use self-review to establish systems and processes, they are at an early stage of using evaluation for improvement. Currently the step-by-step process in place limits potential for evaluation and is yet to scrutinise teaching practice.
- Multiple modes of communication enable all families to be informed of and contribute to regular reviews of philosophy, policies and longer-term self-review. Developed policies and procedures usefully guide practices.
- Networked relationships within the wider community support relevant professional growth towards supporting children's learning needs and reflecting important community events within the daily curriculum.

Stewardship through effective governance and management | Te Whakaruruhau

Governance decision making prioritises the wellbeing of children and their families through a range of strategies to promote equitable opportunities to learn.

- Governance has well-embedded strategies in place to promote equity of access and participation for children and their families. This reduces barriers to attendance and builds on networked relationships in the wider community.
- Resourcing decisions support retention of staff, good adult-to-child ratios and small group sizes. This enables time and space for relationship building with families promoting a secure sense of belonging for children.
- A strategic plan is in place with progress to some of the many goals actioned through the centre's improvement practices. Governance has self-identified that strategic planning needs refinement into achievable and measurable goals to more clearly focus priorities for ongoing improvement.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kiwikidz Educare - At the Beach 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?

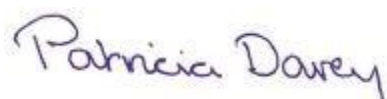
Kiwikidz Educare - At the Beach will include the following actions in its quality improvement planning:

- In partnership with whānau, clearly identify priorities for learning of what matters most here aligned with learning outcomes from *Te Whāriki* to underpin strategic direction, curriculum design and evaluation.
- Build leaders' and teachers' capability to do and use evaluation for improvement, to better know what is and is not working well, for whom and to know about the effectiveness and impact of teaching practices and changes made on children's learning outcomes.

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)

19 December 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, including up to 6 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 34%; NZ European/Pākehā 91%, South African 5%, Cook Island Māori 3%, Filipino 3%, German 3%, Other ethnic groups 1%
Service roll	58
Review team on site	October 2024
Date of this report	19 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, November 2022; Education Review, September 2016

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.