



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kids at Play Ranfurly

Profile Number: 47660

Location: Ranfurly

1 ERO’s judgement of Kids at Play Ranfurly 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

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

Kids at Play Ranfurly is one of three privately owned and operated early childhood services. A centre owner is responsible for governance and works closely with a centre manager who has oversight of day-to-day operations. The small, rural service has two age-based areas with separate indoor and outdoor spaces that cater for children.

4 Progress since the previous ERO report

ERO's 2021 report provided the service leaders with four areas for improvement related to curriculum documentation. Leaders and teachers have made good progress in identifying learning priorities and linking children's progress overtime with the learning outcomes in Te Whāriki, the early childhood curriculum. Limited progress has been made with responding to parent aspirations for their children's learning.

Limited progress has been made in giving greater prominence to te ao Māori or making the children's language, culture and identity more evident in learning records.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a responsive, play-based curriculum that reflects the identified priorities for children's learning and the local community.

- Priorities for children's learning have recently been reviewed in consultation with parents and whānau. Children's learning overtime in relation to these priorities and the learning outcomes of Te Whāriki is evident within assessment and planning documentation.
- Infants and toddlers experience calm, unhurried interactions with teachers who know them well, and who are responsive to their verbal and non-verbal cues. Transitions within the centre are well supported by a transition process that considers information gathered from parents and children's assessments.
- Children have some opportunities to see, hear and speak some te reo Māori within the daily programme. The enacted curriculum and assessment documentation are yet to make te reo Māori, tikanga Māori and Māori ways of knowing being and doing consistently explicit, and visible.

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

Leaders and teachers are taking steps to build their professional knowledge to design a curriculum that is responsive to children's wellbeing.

- Teachers inquire into aspects of practice which informs change and improvements to teaching.
- Teachers are provided with some opportunities to access relevant professional learning and development. They are yet to evaluate the impact of their professional learning to know about the outcomes for children as a result.
- Teachers engage in regular review for improvement and is building a shared understanding around the purpose of review and evaluation.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders provide support for growing teachers' professional practice and leadership opportunities.

- Leaders have oversight of quality improvement practice. Leaders provide verbal feedback to teachers about the process of internal evaluation, assessment, planning and teacher development.
- Leaders have established clear operational and curriculum expectations that provide guidance for new teachers. They focus on growing leadership but are yet to formalise and document the process of induction for new leaders.
- Decisions on resource allocation are based on the wellbeing and learning of children. Leaders provide additional staff and professional learning opportunities that support curriculum implementation.

Stewardship through effective governance and management | Te Whakaruruhau

Governance and management value community connections and is establishing consultation processes to seek perspectives and aspirations of parents and the wider community.

- There has been an increased focus on parent involvement in curriculum design and implementation through reviewed service priorities, parent surveys and a newly developed transition process.
- Governance and management have a range of systems which inform the progress of the strategic direction. This direction is yet to be formally monitored over time or evaluated.
- Leaders are continuing to consult with parents about future priorities and decisions for improvement of the service.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kids at Play Ranfurly 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?

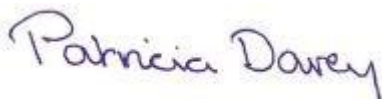
Kids at Play Ranfurly will include the following actions in its quality improvement planning:

- Increase the visibility and response to parent aspirations and priorities for their children's learning in documented planning, assessment and evaluation practices.
- Continue to build leaders and teachers collective knowledge and capability to implement a culturally responsive curriculum that meaningfully integrates te reo Māori, tikanga Māori and te ao Māori perspectives.
- Evaluate how well professional learning opportunities contribute to shifts and growth in teaching practice and improves 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)

19 December 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	27 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 15%; NZ European/Pākehā 87%
Service roll	33
Review team on site	September 2024
Date of this report	19 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, March 2021

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.