

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kid's Cove Learning Centre Newmarket

Profile Number: 45933

Location: Newmarket, Auckland

1 ERO's judgement of Kid's Cove Learning Centre Newmarket 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

Kid's Cove Learning Centre Newmarket is one of three services under the same ownership. A qualified regional manager and three-room leaders provide leadership to the teaching team. The Kid's Cove philosophy values the uniqueness of each child, their interests and their connection to family and community.

4 Progress since the previous ERO report

ERO's previous report in 2021 identified two improvement actions. These were to improve shared understandings of effective teaching and monitoring and evaluation of change, and to grow the capability of leaders through targeted professional development. Good progress has been made in relation to growing leadership capability and teachers' understanding of effective teaching practices. Building team capability in evaluating the effectiveness of systems and practices and the impact of these on children's learning outcomes remains an area for development.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children's learning and development is supported through learning-focused partnership with parents and whānau.

- Parents' goals for their child's learning are gathered regularly and revisited by the teaching team through curriculum planning. As a result, learning-focused partnerships continue to strengthen, and children's learning is evident.
- Teachers use te reo Māori and tikanga Māori in their daily teaching practice and reflect this within documentation. However, children's individual languages and cultures are not yet consistently reflected in assessment information.
- Children's social competence and independence are fostered. They are familiar with the routines and rhythm of the service, which enhances their sense of belonging.

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

A range of processes enable teachers and leaders to continue to build their professional knowledge and expertise.

- Leaders and teachers inquire into their own practice and its influence on children's learning. Ongoing reflections support consistency of teachers' thinking and understanding.
- Leaders and teachers attend a range of professional learning and development events to build their knowledge and expertise. The difference this is making to professional practice and children's learning is not monitored well.
- A professional growth cycle process is in place to build teachers' understanding and capabilities in their role. Leaders affirm teachers' practices but are yet to provide feedback to teachers that critically examines teaching practice to support improvement.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work collaboratively to enact the service's vision, plans and priorities for improvement.

- Leaders allocate time and resources for teachers to engage in ongoing communication with each other. There is a shared understanding of expectations and tasks across the teaching team.
- Collaborative internal evaluation processes enable increased focus on areas of practice. Changes in teaching and some children's outcomes are noted, however deeper analysis of how well teaching is impacting on individuals and groups of children is yet to occur.
- Partnerships with whanau Māori are in place. Leaders and teachers respond to the values and goals shared by Pacific parents for their children's learning.

Stewardship through effective governance and management | Te Whakaruruhau

The organisation uses a range of information to develop and refine their strategic priorities.

- Those responsible for governance self-assess where they are at and revisit their strategic plan regularly to focus on ongoing improvement. Leaders are yet to look at how these actions are impacting on children's outcomes, to support decision making.
- Long-serving leaders refine and implement policies, procedures and practices that support induction of new staff.
- A sufficient adult: child ratio promotes the service's ongoing focus on children's learning and wellbeing.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kid's Cove Learning Centre Newmarket completed and *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?

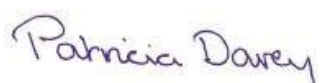
Kid's Cove Learning Centre Newmarket will include the following actions in its quality improvement planning:

- Strengthen written feedback from leaders to teachers as part of professional growth processes, to provide meaningful and specific information on areas for further development.
- Continue to strengthen leaders and teachers collective understanding of effective evaluation, to increasingly focus on how well systems, practices and changes to teaching improve 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)

16 December 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	70 children, including up to 20 aged under 2
Percentage of qualified teachers	100%
Ethnic composition Using rounded percentages	Māori 4%, NZ European/Pakeha 18%, Asian 33%, European 16%, Indian 10%, Fijian 6%, American 6%, Samoan 4%, other ethnic groups 2%
Service roll	49
Review team on site	July 2024
Date of this report	16 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, July 2021; Education Review, June 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 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.