



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kids Cove ELC, Albany

Profile Number: 46778

Location: Albany

1 ERO’s judgement of Kids Cove ELC, Albany 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

Kids Cove ELC, Albany is one of the three services under the same ownership. A qualified regional manager, centre 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 2021 report identified three improvement actions. These included:

- using internal evaluation to monitor progress to long term goals
- using sector resources to develop culturally responsive practices
- evaluating how well professional learning and leadership opportunities were improving teaching.

Good progress has been made in all of these areas, although improvements are still required within the internal evaluation process and the development of teachers' cultural competencies.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Children experience a curriculum that provides opportunities to engage in activities that align to their interests.

- Young children learn through activities and respectful interactions that support their social, emotional and oral language development. This reflects the service's philosophy.
- Teachers are becoming increasingly intentional in utilising the learning outcomes of *Te Whāriki*, the early childhood curriculum, to identify what matters most for individual children. Assessment for learning is yet to consistently show children's progress of how teachers extend learning over time in relation to these outcomes.
- Teachers and leaders have positive, reciprocal relationships with parents and whānau. Teachers are yet to consistently use goals identified by parents to plan for and assess their child's learning.

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

The service's processes increasingly support leaders and teachers to build their professional knowledge and expertise.

- There are regular opportunities for leaders and teachers to participate in professional learning and development and share new knowledge with the team. These opportunities are not targeted to identified strategic areas for improvement.
- Leaders and teachers inquire into, and reflect on, their own teaching practice. This does not consistently focus on their shifts in practice over time or how improved approaches influence children's learning.
- A professional growth cycle process is being implemented to build teachers' understanding and capabilities in their role. Leaders affirm teachers' practices but are yet to provide written 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.
- Internal evaluation processes enable increased focus on aspects of the curriculum. Changes in teaching and some children's outcomes are noted, however evaluation of how well teaching is impacting on individuals and groups of children is yet to occur.
- Relational trust across the teaching team continues to build, to enable collaboration and improvement.

### 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 Kids Cove ELC, Albany 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 Cove ELC, Albany will include the following actions in its quality improvement planning:

- Improve teachers' shared understanding of the theories of teaching and learning that underpin *Te Whāriki* and how these can be used to extend children's learning.
- Increase the extent to which the learning outcomes from *Te Whāriki* are used to show what matters most for each child and to consistently record their progress over time.
- Strengthen leaders and teachers collective understanding of effective evaluation, to increase the 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	125 children, including up to 25 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 6%, NZ European/Pākehā 34 %, Chinese 22%, Indian 9%, African 7%, Asian 13%, European 13%, other ethnic groups 2%
Service roll	82
Review team on site	July 2024
Date of this report	16 December 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, July 2021; Education Review, April 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)*.

	<b>Above the threshold for quality</b>
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.
	<b>Below the threshold for quality</b>
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.