



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little Climbers Early Learning Centre-Dannemora

Profile Number: 10243

Location: Dannemora, Auckland

1 ERO’s judgement of Little Climbers Early Learning Centre-Dannemora 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

Little Climbers Early Learning Centre-Dannemora is a privately owned and operated service. Previously known as Just Kidz Educare-Dannemora, it has been re-licensed and under new ownership since April 2022. Children from infants to school age are cared for in three separate play spaces. The qualified owner and centre supervisor provide governance and curriculum leadership to the teaching team. The service's vision is to provide a personalised learning programme based on *Te Whāriki*, the early childhood curriculum and the social and cultural values and beliefs of its community.

## 4 Progress since the previous ERO report

The 2020 ERO report identified three improvement actions related to increasing teachers' knowledge and use of te reo, curriculum evaluation and assessment of children's learning. These have not been progressed by the new owners as they have prioritised redeveloping the policies, procedures, philosophy and inducting new staff.

## 5 Learning Conditions

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

Children experience a curriculum that is responsive to their interests and teachers form nurturing relationships with tamariki and respond to their verbal and non-verbal cues.

- Children learn in a play-based environment and access age-appropriate resources that reflect cultural diversity and promote numeracy and literacy explorations. Transitions processes into, within and from the service are responsive to the needs of children and their whānau.
- Assessment records portray children positively and evidence their interests, learning dispositions, and parental aspirations. Teachers are yet to consistently show how they use information from parental aspirations within their planning decisions.
- Children participate in relevant cultural celebrations and experience aspects of te reo and tikanga Māori in the daily curriculum. Teachers are yet to document their responses to children's culture, language and identity.

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

Leaders and teachers access relevant professional learning and development opportunities to improve their knowledge of curriculum, teaching practices and assessment for learning.

- Service has recently established a process for mentoring and guidance support. This provides opportunities for leaders and teachers to deepen their understanding of the curriculum.
- Leaders and teachers are beginning to identify the shifts in their practices in relation to outcomes for children.
- Leaders and teachers individually and collaboratively reflect on professional learning and development attended. They are beginning to determine the effectiveness of their improved practices through inquiry and evaluation.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders enable collaboration and build relational trust to create improvement in outcomes for children.

- Teachers demonstrate accountability and assume collective responsibility for the health and safety, wellbeing and learning of all children in the service.
- Leaders in consultation with external expertise support teachers to grow their leadership capability.
- The process of internal evaluation is collaborative and results in improved practices. Evidence is yet to show the impact of changed teacher practices on outcomes for learners.

The service's plans and priorities for improvement continue to be developed.

- Leaders enable positive outcomes for children through creating the conditions for building relational trust within the team.
- Leaders and teachers reflect some aspects of the intent of the Articles of Te Tiriti o Waitangi in its plans, policies and practices.
- Leaders have developed the service's strategic plan and identified its goals and priorities for learning.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Climbers Early Learning Centre-Dannemora 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 systems 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.

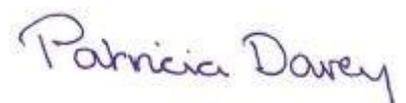
## 8 Where to next for improvement?

- Little Climbers Early Learning Centre-Dannemora will include the following actions in its quality improvement planning:
- Leaders to support teachers to record children's learning progress overtime, in relation to the valued outcomes in *Te Whāriki*.
- Teachers to increase the extent to which information documented about children's learning reflects their identity, language and culture.
- Build leaders and teachers capability to evaluate the effectiveness of improvements in teacher practice, in relation to outcomes for learners.

### 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.](#)

A handwritten signature in purple ink that reads "Patricia Davey". The signature is written in a cursive, slightly slanted style.

Patricia Davey  
Director of Early Childhood Education (ECE)

27 November 2024

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 12 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 14%, NZ European/Pākehā 9%, Samoan 2%, Cook Island 2%, Fijian 2%, Tongan 5%, Indian 21%, Chinese 14%, Afghan 7%, Others 23%.
Service roll	43
Review team on site	August 2024
Date of this report	27 November 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review, July 2020; Education Review, August 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)*.

	<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.