

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little Ducklings

Profile Number: 47500

Location: Papatoetoe, Auckland

1 ERO's judgement of Little Ducklings 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

Little Ducklings is governed and managed by the owner and two recently appointed qualified centre managers. An external consultant provides curriculum and compliance support. Two age-based areas provide for children from infancy to school-age. The philosophy values the promotion of respectful relationships, play as the child's work, and embracing cultural diversity. Teachers at the service reflect the cultural diversity of the children and surrounding community.

4 Progress since the previous ERO report

ERO's 2020 Akanuku | Assurance Review did not identify any specific areas for improvement. The service addressed aspects of non-compliance with regulatory requirements. Consistent implementation of health and safety practices has ensured the centre is continuing to meet compliance.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Leaders and teachers provide a curriculum that reflects the principles, strands, and goals of *Te Whāriki*, the early childhood curriculum.

- Assessment for children identifies their dispositions, interests, skills and developmental progress. Records are yet to show an explicit focus on using the learning outcomes from *Te Whāriki* to record children's learning over time.
- Older children's independence is fostered by teachers giving them choices and the ability to make decisions. Younger children benefit from a calm, unhurried environment, where teachers are available to provide support, comfort, and care.
- Teachers facilitate children's oral language development by promoting a language-rich curriculum and providing appropriate resources. Strategies to encourage children's exploration of working theories, and complex thinking are not yet consistent.

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

Leaders are supporting teachers to build their professional knowledge and practices, while ensuring the curriculum reflects and acknowledges the cultures of children and their families.

- Teachers promote some aspects of a bicultural curriculum, they value and celebrate diverse groups of children, aligning this to their philosophy. Assessment documentation requires a more explicit focus on showing teachers' response to individual children's cultures, languages and identity.
- Teachers participate in a recently established process for mentoring, collaborative goal-setting and professional assistance. It provides them with opportunities to develop relevant skills to support their teaching practice.
- Teachers take responsibility for their own learning through reflecting on and confronting any personal biases that may impact on their teaching practice. The evidence gathered is yet to show specific changes in teaching practice in relation to outcomes for learners.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders have built relational trust and are establishing a shared understanding of using evaluation for improvement.

- Internal evaluation follows a useful framework, and leaders and teachers make changes to the curriculum to benefit children and parents. Relevant external expertise and professional learning is being accessed to build evaluative capability and collective capacity.
- Leaders provide teachers with opportunities to share and implement new ideas from professional learning.
- Leaders and teachers meet regularly with parents and families, through formal meetings, centre events and celebrations. All children, including those with additional learning needs are supported by teachers' collaboration with parents and relevant external agencies.

Stewardship through effective governance and management | Te Whakaruruhau

Some aspects such as recruiting and retaining qualified leaders are incorporated within in decision making for children's learning and well-being .

- The centre's strategic goals and priorities provide direction for the centre and leaders regularly monitor and summarise the progress made with goals. The impact of this progress, in relation to outcomes for individual and groups of learners is not explicit.
- Governance promotes systems and processes for consulting with parents about their hopes and dreams for their children's learning. Documentation shows parental aspirations but does not visibly identify how they are used to inform assessment and planning.
- Systems are in place to support children's positive transition into and within the centre and on to school. Leaders have not yet evaluated the effectiveness of these systems.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Ducklings 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?

Little Ducklings will include the following actions in its quality improvement planning:

For leaders and teachers to grow their understanding about how to use:

- the learning outcomes from *Te Whāriki* to show children's progress and learning over time within assessment documentation.
- Parents' hopes and dreams for their child's learning to inform children's assessment and planning through building learning-focused partnerships with parents
- evaluation for improvement in relation to 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	70 children, including up to 20 aged under 2
Percentage of qualified teachers	100%
Ethnic composition Using rounded percentages	Indian 84%, Tongan 4%, Fijian 3%, Samoan 3%, South-East Asian 3%, other ethnic groups 3%.
Service roll	70
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 2020

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 organisation 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.