



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Elim International Kids Early Childhood Centre

Profile Number: 60108

Location: Mt Cook, Wellington

1 ERO's judgement of Elim International Kids Early Childhood Centre 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

Elim International Kids Early Childhood Centre is owned by the Elim Church and governed by a strategic management team who have overall responsibility for finance and health and safety. A centre manager oversees daily operations. There have been significant changes to governance and staffing since ERO's 2021 evaluation, including the appointments of a new strategic management team and centre manager. The centre serves a diverse community in inner city Wellington.

4 Progress since the previous ERO report

There has been limited progress in relation to three of four the improvement actions in ERO's 2021 report due to delays in responding to these. Those improvement actions related to collaborative development and review of the strategic plan, developing guidelines that clarify expected practice for planning and assessment of children's learning, and trustee professional learning that aligns with strategic priorities. There has been good progress in building teachers' confidence and capability to use te reo Māori throughout the day because of a dedicated focus on this.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

A culture of respect is evident in relationships between teachers and children, including teacher to teacher, and child to child.

- Teachers use a range of strategies to support children's learning, development, interests, and dispositions. They interpret and extend the verbal and non-verbal communication of infants and toddlers.
- Children experience sustained interactions with teachers and other children. Teaching strategies are responsive to children's languages, cultures and identities.
- The current policy and guidelines for planning and assessment are not clear about expectations for documentation of children's learning and do not specify how to identify and show their progress and increasing capabilities in relation to the learning outcomes in *Te Whāriki*, the early childhood curriculum. Assessment documentation is yet to clearly show children's cultural information and parents' aspirations.

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

Leaders and kaiako are establishing the conditions to design and implement a culturally responsive curriculum.

- Leaders and teachers have access to professional learning that supports their professional growth. They reflect on their practice, work collaboratively with their peers, and are beginning to inquire into aspects of their practice.
- Leaders and kaiako have opportunities to share and build their professional knowledge and cultural competence. They are yet to evaluate the impact of professional learning on improvement to teaching practice and outcomes for learners.
- The purpose and use of evaluation is not well understood. The focus is more on review, which limits opportunities to scrutinise practice.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service is establishing the conditions to develop leadership capability to support quality teaching.

- The centre manager currently has oversight of curriculum. A curriculum lead role has been created, however this role is currently vacant.
- A shared leadership approach supports compliance with regulatory requirements and consistency for children.
- The centre is beginning to identify future leaders to support succession planning. Professional learning opportunities are made available for aspiring leaders.

Stewardship through effective governance and management | Te Whakaruruhau

The service's planning and priorities for improvement are being developed.

- The strategic management team have clear roles and responsibilities, however there is not yet an induction process to ensure that they understand their role as governance in an early childhood education setting.
- A strategic plan has been developed by the centre manager and, through this, strategic priorities have been developed. The plan and priorities are yet to be reviewed in collaboration with governance and the teaching team.
- A system for monitoring and reporting on progress of the plan and priorities is not yet in place. Therefore, the strategic management team do not know how well allocated funding and initiatives have improved outcomes for children.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Elim International Kids Early Childhood Centre 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?

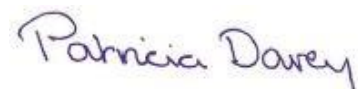
Elim International Kids Early Childhood Centre will include the following actions in its quality improvement planning:

- Develop and implement guidelines and expectations for consistent documentation of curriculum assessment, planning, and evaluation.
- Show children's individual learning, progress, and developing capabilities in relation to the learning outcomes in *Te Whāriki*.
- Monitor and report on progress of the strategic plan at governance level to know what is working or not for groups of children and then support decision making that responds to these findings.

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)

6 December 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	31 children, including up to 13 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition Using rounded percentages	Māori 6 %, NZ European/Pakeha 11 %, Filipino 14%, Indian 14%, Chinese 9%, Afrikaans 6%, Sri Lankan 6%, Samoan 3%, Kiribati 3%, African 3%, Greek 3%, Indonesian 3%, Asian 3%, British 3%, Australian 3%, Latin American 3%, Ethiopian 3%, Malaysian 3%, Bosnian 3%
Service roll	35
Review team on site	September 2024
Date of this report	6 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, July 2021; Education Review, March 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)*.

	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.