



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kidz Park Albany Child Care Centre

Profile Number: 48045

Location: Oteha, Auckland

1 ERO’s judgement of Kidz Park Albany Child Care Centre 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

Kidz Park Albany Child Care Centre is privately owned, and the two owners are responsible for governance. A newly appointed, qualified head teacher supports a team of four qualified teachers and four support staff including a cook. The majority of children enrolled are of Chinese heritage.

## 4 Progress since the previous ERO report

This is the first ERO review of this service that opened in January 2022.

## 5 Learning Conditions

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

The service is using the learning outcomes of *Te Whāriki*, the early childhood curriculum in limited ways.

- Infants and toddlers experience a calm environment with teachers who are respectful and responsive to their needs. All children's oral language is well-supported through role modelling, including teachers' and children's use of home languages.
- Limited strategies are used by teachers to scaffold and extend older children's learning through their play. Group planning for older children is topic-based, teacher-led, and does not yet consistently show children's current interests or a localised curriculum.
- Teachers have various levels of skill and knowledge to assess and record what children are doing and what learning is happening for them. Children's languages and cultures are yet to be documented within assessment records.

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

The service is putting systems in place to support leaders' and teachers' to grow their professional knowledge.

- Leaders and kaiako are working to build their knowledge and understanding of *Te Whāriki*. There is some evidence of mentoring and coaching to support this growth.
- Professional learning opportunities are provided by an external agency. Leaders and teachers are yet to evaluate the impact of this professional learning on improved teaching practices or outcomes for children.
- Leaders have identified that a priority continues to be increasing teachers' use of basic te reo Māori and inclusion of aspects of tikanga Māori such as karakia and waiata in the curriculum.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders are establishing evaluation processes to help develop teacher capability and support improved teaching practices.

- A useful and systematic evaluation process has been implemented by an external provider. Leaders and teachers are yet to build an understanding of the purpose and use of evaluation, and how this process can help them to focus on improvement.
- Leaders are taking steps to build relational trust to enable collaboration and ongoing improvement.
- Leaders are beginning to identify barriers to learning for some children. They identify strategies to help children who require extra support.

### Stewardship through effective governance and management | Te Whakaruruhau

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

- There is a suitable framework to guide the review of policies and procedures.
- The philosophy is currently being reviewed to identify what is meaningful for children, families and teachers at this service.
- Strategic priorities are being developed to support the service's overall vision and direction.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kidz Park Albany Child Care 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?

Kidz Park Albany Child Care Centre will include the following actions in its quality improvement planning:

- To grow leaders and teachers understanding of *Te Whāriki*, the early childhood curriculum, to support the implementation of a localised curriculum.
- To build teachers' professional knowledge and capabilities through ongoing mentoring and coaching.
- To build a shared understanding amongst teachers about how to do and use evaluation for improvement to support positive outcomes for all 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.](#)



Patricia Davey  
Director of Early Childhood Education (ECE)

17 January 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 15 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	NZ European/Pākehā 13%, Chinese 68%, other ethnic groups 19%
Service roll	38
Review team on site	September 2024
Date of this report	17 January 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	This is the first review of this service.

### 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.