



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little Footprints Care and Education Centre

Profile Number: 45802

Location: Lower Hutt

1 ERO's judgement of Little Footprints Care and Education 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

Little Footprints Care and Education Centre is a privately owned Christian centre. The owner/centre manager is supported by a second in charge and team leaders. They have recently moved to a new purpose-built centre where four rooms provide education and care for different aged children. Christian values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control underpin the curriculum.

4 Progress since the previous ERO report

The 2021 ERO report identified three areas of improvement. Good progress has been made in making more explicit in assessment, planning and evaluation practices, the intended learning in relation to the learning outcomes in *Te Whāriki*, the Early Childhood Curriculum how teachers respond to parents' aspirations for their children's learning and children's progress over time. Limited progress has been made in acknowledging children's languages, cultures and identities in children's assessment and planning documentation and requires further strengthening.

Good progress has been made to deepen learning partnerships with parents to better know and respond to their child's learning and gather views when reviewing matters and building teacher capability to enable more meaningful integration of te reo Māori and te ao Māori into day-to-day learning.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Christian values are highly evident in supporting children to become confident and competent learners.

- Toddlers and older children are well supported by very responsive teachers who intentionally use oral language and social and emotional competence strategies to extend children's learning and development. This supports children to transition well through the learning spaces and onto school.
- Infants experience a calm, unhurried environment where they can learn at their own pace and their care needs are well attended to. More intentional use of oral language and communication strategies is required to better support children's developing capabilities and skills.
- Some teachers effectively use te reo Māori. Building collective capability and confidence in integrating te reo Māori through the daily programme remains a focus for the team.

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

Leaders and teachers have regular opportunities to engage in relevant professional learning and development.

- Useful external and internal professional development has supported leaders and teachers to build their capability. There is some alignment to the previous ERO quality improvement actions and the current strategic plan.
- It is timely for the teaching team to share professional learning and development to enable them to better build collective capability.
- Leaders and teachers are yet to know the impact of professional learning. Intentionally using new learning and strategies is required to make shifts in teacher practice and to identify the impact of these on learner outcomes.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work collaboratively to support the teaching teams to enact the services philosophy, vision and values.

- Leaders regularly meet to ensure continuity of practices to reflect the expectations of the service.
- Aspects of self-review are evident in relation to the service priorities. Better collation of the documentation is required to show the services quality and improvement journey.
- Better monitoring of health and safety is required to ensure they consistently maintain minimum standards.

Stewardship through effective governance and management | Te Whakaruruhau

Governance has a clear focus on decision making that has ensured the sustainability of the service.

- The learning community has been well supported by the service provider/owner to effectively transition to a well-designed purpose-built facility.
- A recently developed strategic plan sets the direction. An ongoing focus that aligns to the previous improvement actions is evident.
- A positive working environment facilitates low turnover of staff and is conducive to positive teacher:child interactions.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Footprints Care and Education Centre completed and *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 Areas of Concern

ERO found an area of concern in the service relating to:

- A record of the time each child in the infant's room sleeps, and checks made by adults during that time.

Licensing Criteria for Early Childhood Education and Care Centres 2008, HS9

9 Where to next for improvement?

Little Footprints Care and Education Centre will include the following actions in its quality improvement planning:

- Strengthen planning and assessment documentation to better reflect children's cultures, languages and identities and the intentional teaching strategies that are used to support children's learning.
- Develop a system for leaders and teachers to collaboratively share professional learning and development, to build capability and identify the shifts in practice and the impact on learners.
- Integrate te reo Māori into day-to-day teaching practices across the service.

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)

20 January 2025

10 Information About the Service

Service Type	Education and care service
Number licenced for	77 children, including up to 29 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 24%; NZ European/Pākehā 63%; Samoan 14%; Tongan 1%
Service roll	80
Review team on site	October 2024
Date of this report	20 January 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, October 2021; Education Review, January 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 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.