

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Kids on Nineteen Early Learning Centre

**Profile Number:** 40207

**Location:** Tauranga South, Tauranga

1 ERO's judgement of Kids on Nineteen Early Learning 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

Kids on Nineteen Early Learning Centre is a privately owned education and care service. Two age-based areas provide for children from infants to school age. The centre manager is responsible for overall daily operations. The service's philosophy values providing an environment that creates and extends children's learning and development opportunities, laying the foundations for lifelong learning.

## 4 Progress since the previous ERO report

Two key next steps were identified in ERO's 2022 report. There has been limited progress toward the next step of increasing the range of opportunities children have to explore their own and others' culture through play. There are some resources that reflect te ao Māori available to children. Some basic te reo Māori and waiata are included within the curriculum by teachers. No intentional professional learning has been undertaken by the teaching team relating to this next step. The owner acknowledges this is an area for continued improvement.

There has been limited progress toward the next step of ensuring information documented about children's learning reflects the cultural contexts in which they live and includes culturally valued knowledge, skills, attitudes, and behaviours. The cultures, languages and identities of Māori and Pacific learners are yet to be reflected in planning and assessment processes and practices. Pēpeha and culturally relevant information is gathered for some children. However, this information is yet to inform curriculum planning and learning. Some relevant cultural celebrations are recorded in group assessment information. The owner acknowledges this is an area for continued growth.

## 5 Learning Conditions

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

Children are yet to experience the breadth and depth of *Te Whāriki*, the early childhood curriculum within a play-based curriculum.

- Younger learners experience a calm and unhurried environment that supports their emotional wellbeing. Their verbal and non-verbal cues are well responded to.
- Older children learn and play where they have access to a range of child-led and teacher-led experiences and activities. Children with additional learning needs are included in some aspects of the curriculum, although further consideration is required to ensure full equity of opportunity for these learners across the curriculum.
- Assessment information identifies children's learning. However, the planning and assessment system is unclear, and documentation is yet to show progress over time for all children or planned intentional teaching strategies to inform future planning.

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

Leaders and teachers are yet to collaborate to design a culturally responsive curriculum

- Some positive teaching practices within the curriculum demonstrate a range of skills that support children's learning. Professional growth cycles are in place to support teacher growth; however, these are yet to show shifts in practice and outcomes for children.
- Leaders and teachers are at an early stage of developing a shared understanding of the depth and breadth of *Te Whāriki*. There is variable teacher knowledge and understanding of the valued learning outcomes in *Te Whāriki* and how these relate to children's learning.
- Teachers have access to professional development opportunities. However, they are yet to show how these opportunities have improved outcomes for children.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Systems, practices and processes that promote ongoing improvement are not yet consistently established.

- Leadership is beginning to identify barriers to learning for some children and acknowledge a need to develop a deeper understanding of equitable teaching practices and how these impact children's holistic development and inclusion.
- Internal evaluation practices do not currently show shifts and growth in teaching practices or impacts for children over time.

Management and governance are beginning to establish equitable processes and practices for children and their whānau

- Some measures are in place to remove barriers to children's and whānau participation in the service. These include fee reduction, being a part of the Good Neighbours kai project, clothing provision and referrals for financial support.
- Management has acknowledged that supporting further equitable measures to ensure all children are included across all areas of the service and curriculum is an area for improvement.
- There is a need to establish more streamlined systems and processes across centre operations so there is clarity and focus of steps within each process and system. This includes the professional growth cycle, assessment and planning, and internal evaluation processes and practices.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kids on Nineteen Early Learning 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?

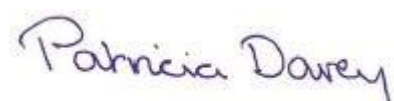
Kids on Nineteen Early Learning Centre will include the following actions in its quality improvement planning:

- For leaders and teachers to develop a shared understanding of *Te Whariki*, and design and implement a culturally responsive curriculum focused on children's dispositions for learning and intentional teaching strategies.
- To reflect the cultures, languages and identity of all children within curriculum and assessment records.
- For leaders to refine centre systems to ensure there are clear steps for each system, to enable teachers to understand and engage with these more effectively and to show 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)

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## 9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children, including up to 12 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 36%; NZ European/Pakeha 33%; Pacific 8%; Indian 18%; Filipino 14%; Other ethnicities 14%
Service roll	36
Review team on site	October 2024
Date of this report	23 December 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, August 2022; Akanuku   Assurance Review, June 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)*.

	<b>Above the threshold for quality</b>
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.
	<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.