



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Bizzy Kidz Childcare

Profile Number: 46491

Location: Māngere, Auckland

1 ERO's judgement of Bizzy Kidz Childcare 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

Bizzy Kidz Childcare is one of 14 services owned by Childcare & Learning Group (NZ). The service has two learning spaces which provide education and care for different age groups of children. A centre manager oversees the day-to-day running of the service, supported by an operations manager. Since ERO last visited, the service has had significant staff changes. The philosophy is based on whanaungatanga, tuākana-tēina, mana-reo-communication, whakaputanga and ako.

4 Progress since the previous ERO report

Limited progress has been made in relation to the two curriculum improvement actions identified in the 2021 ERO report. The first was to increase opportunities for parents and whānau to contribute to the curriculum. The second action was to enhance teaching practices to provide an individualised, culturally-responsive learning programme for all children. A newly implemented planning process is in the early stages of providing opportunities for parents to contribute to their child's learning and support teachers to develop the learning programme.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children are supported to learn through activities and experiences that support their interests and developing preferences for learning.

- Older children engage in tuākana-teina relationships and have opportunities for uninterrupted physical play in the large outdoor environment. Intentional teaching that provides challenge and complexity for these children, especially in relation to creative and dramatic play, is limited.
- Infants and toddlers experience a calm, slow paced learning environment where teachers are responsive to their verbal and non-verbal cues. This supports their sense of security and predictability.
- Children's cultures, languages and identities are reflected through language weeks and aspects of the curriculum. Children have some opportunities to use te reo Māori, particularly through singing waiata.

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

Leaders are taking steps to support teachers to provide a curriculum aligned to *Te Whāriki*, the early childhood curriculum.

- Leaders role-model intentional teaching strategies to support the new teaching team to understand, plan for, and implement the enacted curriculum. The curriculum is beginning to reflect aspects of *Te Whāriki*.
- Relevant, collaborative professional learning and development is implemented to support the range of teaching experience across the team.
- A professional growth cycle is in place for all teachers. However, teachers new to New Zealand are not yet effectively mentored to develop their understanding of a responsive and bicultural curriculum.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are establishing conditions to support collaboration and improvement in teaching.

- Leaders are taking steps to build relational trust and support the new teaching team to enact the curriculum.
- Ongoing internal reviews, responsive to whānau and teacher input, strengthen aspects of the curriculum and health and safety. These reviews are focused on actions for teachers to take rather than evaluating the impact or outcomes for children.
- Leaders closely monitor compliance with regulatory standards to ensure the new team has the understanding and skills required to maintain minimum requirements.

Stewardship through effective governance and management | Te Whakaruruhau

Systems and processes are embedded to refine and implement strategic priorities and promote organisational sustainability.

- Recruitment and induction of new teachers is an ongoing focus across the organisation. Well-developed systems are implemented to support these teachers, including overseas trained teachers, to build their understanding and capability to implement *Te Whāriki*.
- Regular leadership meetings support policy review and implementation of consistent health and safety practices across the organisation.
- Organisation-wide curriculum guidelines to build shared expectations and support consistent planning, assessment and evaluation practices, are not yet in place.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Bizzy Kidz Childcare 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?

Bizzy Kidz Childcare will include the following actions in its quality improvement planning:

- Strengthen the teaching team's understanding and practice to intentionally implement strategies that challenge and extend children's learning, particularly for older children.

Childcare & Learning Group will include the following actions in its quality improvement planning:

- Develop and implement effective guidelines outlining clear processes for planning, assessment and evaluation of children's learning that meet the expectations of *Te Whāriki*.
- Strengthen the evaluative aspects of the organisation wide professional growth cycle to promote teachers' understanding of how well changes to their teaching practice are improving outcomes for 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)

14 January 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	80 children, including up to 30 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition Using rounded percentages	Māori, 19%; Samoan, 18%, Tongan, 30%; Niuean, 5%; Cook Island Māori, 5%; other Pacific 4%; New Zealand European 7%; other ethnicities 12%.
Service roll	59
Review team on site	September 2024
Date of this report	14 January 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, May 2021; Education Review, August 2017

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.