



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Just Kidz Albany

Profile Number: 47598

Location: Albany, Auckland

## 1 ERO's judgement of Just Kidz Albany 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

Just Kidz Albany is an independently owned franchise under the Just Kidz brand. The franchise owner is responsible for the daily operations of this service. An experienced centre manager is supported by a newly appointed regional manager who works for the Just Kidz brand.

The learning environment is separated into four age-based learning spaces. A Just Kidz philosophy policy is in place within this franchise and is linked to numerous theories of teaching and learning underpinned by *Te Whāriki*, the early childhood curriculum.

## 4 Progress since the previous ERO report

The key next step within ERO's 2020 report was to increase opportunities for parents and whānau to contribute to their children's learning goals, in-line with the learning outcomes of *Te Whāriki*. Sound internal evaluation processes have supported good progress in this area. Leaders and teachers have intentionally planned for and implemented strategies which support quality improvement. Improvement, and impacts of changes made, are articulated by service leaders across all learning spaces. Strengthened parent partnerships that support children's learning are evident for some children.

## 5 Learning Conditions

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

Sustained, well-considered interactions between teachers and children enable the development of a curriculum which is responsive to children's individual needs.

- Teachers know children well, including the context of their home life. As a result, teachers are able to skilfully communicate with children using children's home languages as well as New Zealand sign language, to enable children to fully participate in the curriculum.
- Children's interests drive curriculum planning and assessment. The individual child and their needs are considered within group plans and teachers are highly responsive to children's changing interests.
- Teachers use the learning environment, and resourcing within it, to encourage children's learning and exploration. The current range of resources does not provide sufficient opportunities to extend learning by promoting critical thought, wondering and complex play.

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

A stable teaching team has enabled conditions which support collaborative working relationships.

- Service leaders and teachers work as a professional learning community. They support each other individually and collectively to take responsibility for their own professional learning and development.
- Leaders and teachers are proactive in developing their professional knowledge and expertise. They actively seek learning opportunities aligned to the service's priorities for improvement and implement new learning.
- Teachers are reflective practitioners who identify their own areas of growth. They are able to critically reflect on their own practice and talk about the changes they need to make to improve their provision for learners.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Well-developed leadership at the service is increasing accountability throughout the team and supports the learning and wellbeing of children.

- Service leaders have developed their own strategic priorities, outside those of the Just Kidz brand, which focus on outcomes for children. They work collaboratively with teachers to enact the priorities within this plan.
- A well-established process of internal evaluation is promoting change and improvement. There is yet to be a deliberate and systematic identification of intended outcomes as part of this process, to support understanding of how well changes are meeting the team's improvement objectives.
- Responsive partnerships with external agencies are in place that enable leaders and teachers to work positively with children with additional needs. Children's individual development plans are well understood and as a result, barriers to participation, inclusion and learning are removed.

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

The learning and wellbeing of children, within the context of their community, is not well supported through the governance systems and processes of the Just Kidz brand.

- The roles and responsibilities within the governance structure of the Just Kidz brand are unclear. This has led to an inability to maintain quality across the brand during times of change, and a narrowed focus on meeting minimum requirements.
- A Just Kidz brand philosophy statement policy has been developed. Its inflexible use, along with a lack of consultation with parents and whānau, does not enable individual services to enact a philosophy reflective of their community values.
- Systems and processes to promote accountability of Just Kidz governance in their role of monitoring and upholding quality are not yet evident. As a result, individual services within the brand are not well supported to offer a consistent curriculum which responds to individual learners.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Just Kidz Albany 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 Where to next for improvement?

Just Kidz Albany will include the following actions in its quality improvement planning:

- Strengthen evaluation practices through the use of relevant success indicators and the monitoring of change against them.
- Evaluate the service's resourcing to ensure that all learning spaces have access to opportunities for complex play.

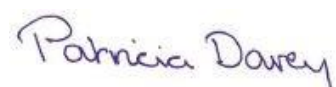
The Just Kidz brand will include the following actions in its quality improvement planning:

- Develop a system and enact a process for quality monitoring and improvement which promotes accountability at governance level and ensures consistent quality practices across all services.

#### 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)

12 February 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	98 children, including up to 24 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 2%, NZ European/Pākehā 6%, Chinese 52%, Korean 15%, Other ethnicities 30%
Service roll	85
Review team on site	August 2024
Date of this report	12 February 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, December 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.