

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Just Kidz Kelston

Profile Number: 47789

Location: Kelston, Auckland

1 ERO's judgement of Just Kidz Kelston 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 Kelston is an independently owned franchise under the Just Kidz brand. The franchise owner is responsible for the daily operations of this service. A regional manager for the Just Kidz brand and a service manager for the Kelston franchise have recently been appointed.

The learning environment is separated into four age-based learning spaces. Many children with diverse learning needs attend. 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

ERO's 2022 report identified three key next steps for improvement. These related to promoting sustained exploration and complexity in children's play, opportunities for children to hear and speak te reo Māori and providing regular opportunities for parent engagement with their child's learning. Due to staffing changes at both a leadership and service level, the teaching team are unfamiliar with these key next steps. As a result, no progress is evident in these areas.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

A localised curriculum that reflects the values of the community and responds to children's learning needs is yet to be developed.

- Teaching practices focus on supervision and routine, with limited opportunities for children to engage in interactions that promote their learning. Teachers are not yet able to recognise children's learning within a play-based context.
- Children with diverse needs are supported by established relationships with relevant external agencies. Teachers do not currently show collective capability to enact individual development plans for these children.
- Curriculum assessment, planning and evaluation practices are inconsistent and not well understood by the teaching team.

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

Systems are not yet established to support teachers to maintain professional accountability and develop their expertise in designing and implementing a rich curriculum.

- There are limited opportunities for teachers to work collaboratively to build a shared understanding of the values and beliefs that underpin their teaching and strengthen professional knowledge. As a result, the implementation of a programme aligned to *Te Whāriki* is inconsistent.
- There has been a focus on proactive and intentional teaching to develop children's social and emotional competence, aligned to the Ministry of Education's *He Māpuna te Tamaiti* resource. However, there is inconsistent implementation of these expected practices.
- A system and process of evaluation is in the early stages of development. The function and purpose of evaluation to support improvement planning is not understood by the teaching team.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The Just Kidz brand is yet to develop the conditions which support leadership capability and enable quality teaching.

- Supportive processes for induction of new leaders at both organisation and service level into the Just Kidz brand are not yet established.
- The new centre manager promotes professional accountability. Since their appointment, there has not been time to implement identified strategies to support teachers to meet expectations and improve their teaching.
- The recently appointed regional manager is clarifying the needs of the service. Planning to lift the quality of teaching and learning is in the early stages.

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

- Unpack the responsibilities of kaiako outlined in *Te Whāriki* to support teachers' understanding of their roles and responsibilities to implement a responsive curriculum.
- Develop a service specific philosophy, in consultation with parents and whānau, that reflects the shared values and beliefs of this learning community.

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	99 children, including up to 22 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 10%, NZ European/Pākehā 4%, Pacific 11%, Indian 32% Other cultures 41%
Service roll	89
Review team on site	August 2024
Date of this report	12 February 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, July 2022.

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.