

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little Adventurers' Early Learning Centre

Profile Number: 46064

Location: Porirua, Wellington

1 ERO's judgement of Little Adventurers' 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

Little Adventurers' Early Learning Centre is privately owned. There have been significant changes in staffing since ERO's 2021 report. A centre manager, who is also the service provider, is responsible for compliance with regulatory standards as well as daily operations. Approximately a third of children attending are of Māori or Pacific heritages.

4 Progress since the previous ERO report

The previous ERO report did not have key next steps for the centre to progress.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service's curriculum reflects aspects of *Te Whāriki*, the early childhood curriculum, however, the priorities for learning are yet to be developed to determine what is most important for their learning community.

- The mixed-age setting and responsive teaching practices support tuakana-teina (older-younger child) relationships and social and emotional wellbeing within the centre. Teachers working with infants and toddlers follow individualised home routines and whānau guidance.
- There is variability in how assessment and planning support children's individual progress over time. Guidelines that define expected practice for content and frequency of assessment, planning and evaluation are yet to be formalised.
- Leaders and teachers are at the beginning stages of developing a local curriculum that reflects the histories and pūrākau of mana whenua. They have sought expertise from Ngāti Toa and this knowledge is yet to be reflected in the centre's curriculum.

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

Leaders and teachers have opportunities to develop their professional knowledge through a recently revised professional growth cycle process and regular, targeted learning and development.

- The focus on developing a positive culture for children and teachers is evident. Teachers have agreed expectations of practice.
- There are regular opportunities for teachers to discuss and refine their teaching practices, particularly in relation to supporting children to increase their developing social and emotional competence.
- A professional growth cycle process is in place that encourages leaders and teachers to explore aspects of their practice. They are beginning to build their understanding of evaluation to better focus on how their actions influence children's learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are taking steps to build positive relationships that enable collaboration and improvement.

- Leaders provide support for professional practice, including giving useful feedback for teachers' professional growth.
- Additional external expertise has been sought to support the teaching team to work collaboratively.
- Leaders identify barriers to learning for children with additional learning needs. They work with the teaching team, parents, whānau, and outside agencies to support these learners.

Stewardship through effective governance and management | Te Whakaruruhau

The service has refined the human resources procedures and practices to promote recruitment and selection of quality staff.

- Performance management and child protection practices have been reviewed and refined to maintain a focus on children's safety. Expectations for professional practices are made clear.
- Professional growth is supported and encouraged. There is generous professional learning and development provision for teachers.
- The owner has analysed data collected from staff to identify strategic priorities for the centre. Further perspectives have been sought to finalise the agreed priorities.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Adventurers' 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?

Little Adventurers' Early Learning Centre will include the following actions in its quality improvement planning:

- Formalise assessment, planning, and evaluation expectations to ensure consistency and frequency of documentation.
- Alongside parents and whānau, determine the centre's priorities for learning and align these to the learning outcomes from *Te Whāriki*.
- Build leaders' and teachers' internal evaluation capability in order to evaluate the effectiveness of the curriculum for individuals and groups of 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)

18 February 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	55 children, including up to 20 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 20%, NZ European/Pākehā 66%, Samoan 13%, Indian 6%, Tokelau 5%, Fijian 3%, Cook Islands Māori 2%, American 3%, other ethnic groups 6%
Service roll	62
Review team on site	October 2024
Date of this report	18 February 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, March 2021; Education Review, November 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 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.