



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kiwi Explorers

Profile Number: 46003

Location: Hope, Nelson

1 ERO's judgement of Kiwi Explorers 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

Kiwi Explorers is one of two adjacent services owned and operated by the centre manager who is supported by a centre supervisor. Significant recent staff changes have occurred, including the departure of the team leader who at the time of the evaluation is yet to be replaced. Children transition to this service from Little Kiwi Explorers when they are two years old.

The perceptual motor programme underpins the curriculum for both services. This aims to develop children's perceptions and understanding of themselves and their world through movement. The philosophy is underpinned by four guiding principles of empowerment, holistic development, family and community, and relationships.

4 Progress since the previous ERO report

Limited progress has been made against the 2022 ERO report improvement actions. These related to recognising and intentionally responding to children's learning, improving assessment for learning and further developing understanding and use of internal evaluation. Curriculum planning and assessment practices remain variable in key areas, including how:

- parent's goals for their children are gathered and responded to
- the learning outcomes of *Te Whāriki*, the early childhood curriculum, are identified and reported on to progress them over time
- children's cultures, languages and identities are responded to
- intentional teaching strategies to progress learning are identified, implemented and evaluated.

Leaders indicate that improving internal evaluation practices has not been a priority given staffing changes.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The curriculum provides opportunities for children to engage and interact in a range of activities and the learning environment.

- An intentionally set-up learning space allows children to lead their own learning. The large mixed-age outdoor environment provides well considered opportunities for different age groups to play together, and for children to explore and challenge themselves.
- Teachers work alongside children enabling them to access independent and small group play that fosters their developing social and emotional skills.
- Assessment for children's learning is focused on children's involvement in activities rather than their learning progress. Curriculum assessment and planning is yet to reflect all the expectations of *Te Whāriki*.

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

Leaders and teachers are taking steps to engage in learning and development processes to improve their professional knowledge.

- A professional growth framework is in place, focused on teacher inquiry into what teaching practice is and isn't working. There is variability in how well this is implemented and evidenced.
- Leaders and teachers have access to relevant professional learning resources aligned to the service's priorities for learning. However, there is no coherent plan for teachers to share and implement new strategies across the team.
- Leaders and teachers are yet to identify how professional learning opportunities have shifted teaching and learning, or improved outcomes for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Organisational leaders work collaboratively to develop systems and processes to support day-to-day management and operation of both services.

- An ongoing self-review process is implemented. This is focused on how the learning environments support children's learning and wellbeing.
- Organisation-wide curriculum guidelines are not in place to support consistent planning, assessment and evaluation practices.
- Leaders are yet to build their capability to support teachers' understanding of evaluation and ability to identify the impact of their teaching on outcomes for children.

Governance and management are establishing expectations aligned to the vision, mission and philosophy of the services.

- Governance is focused on building organisational-wide relational trust. They are in the early stages of developing a leadership team to better support the teaching teams in each service.
- Regular meetings provide opportunities to develop shared expectations for both services about curriculum and health and safety.
- The current strategic plan does not adequately encompass areas identified for improvement. Evaluation of strategic actions taken is not currently occurring to understand whether or not desired outcomes are being achieved.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kiwi Explorers 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?

Kiwi Explorers will include the following actions in its quality improvement planning:

- Develop and implement guidelines outlining clear processes for planning, assessment and evaluation of children's learning that meet the expectations of *Te Whāriki*.
- Build leaders and teachers capability through the professional growth cycle to identify how effectively changes to their teaching practice are improving outcomes for learners.
- Develop and monitor a strategic or quality improvement plan that clearly shows how governance and management intend to effectively respond to identified areas for improvement.

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)

20 February 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	60 children, including up to 10 under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 13%; NZ European/Pākehā 85%; Cook Island 2%
Service roll	54
Review team on site	October 2024
Date of this report	20 February 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, March 2022; Education Review, February 2019

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.