



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little Gems Childcare

Profile Number: 45817

Location: Papakura, Auckland

1 ERO's judgement of Little Gems 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
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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 Gems Childcare has had a change of ownership since the last ERO review. The new owner / centre manager is a qualified early childhood teacher who works closely with an assistant centre manager. They are responsible for the daily operations and management. They lead a team of qualified teachers and a support staff.

The service is situated in a small, converted home-like centre that serves a culturally diverse community. There are a small number of Māori and Pacific children attending the service. Teachers are representative of some of the cultures of children currently attending. The service's philosophy views children as unique individuals with strengths, gifts and talents to be nurtured. It values respectful relationships, cultural diversity and acceptance.

4 Progress since the previous ERO report

The previous 2022 ERO Akanuku | Assurance Review report shows the service met and maintained all four areas of the Regulatory Standards.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The curriculum does not yet provide opportunities for children to experience challenge and complexity in their learning.

- Teachers recognise children's interests and tailor some resources and activities that build on these experiences.
- The learning environment is welcoming, inclusive and supports positive relationships with children and their whānau. Teachers use children's home languages and with whānau contribution celebrate cultural events that supports their children's learning, development, and sense of belonging.
- Assessment practices of children's learning are variable across the team. Children's learning documentation describes what they are doing rather than what they are learning; ongoing monitoring and evaluation of learning is not yet an established part of assessment.

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

Service leaders are beginning to establish the conditions to support teachers' professional knowledge and capability.

- A framework for teachers' professional growth is in place with opportunities for ongoing learning and development. This system has yet to be fully implemented to enable leaders to identify improvements to the quality of teaching and learning.
- Internal expertise of teachers is beginning to build collective cultural capability to support Pacific learners.
- A useful system and process is in place to support the undertaking of internal evaluation. An increased focus is required on determining what is working well or not and why for learners.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are working together to establish the conditions to develop and build leadership capability to support quality teaching.

- Relational trust fosters collaboration, collective responsibility and improvement.
- The well-being of all children is considered by leaders and teachers. They work well with external agencies to identify and address barriers to learning for children with additional learning needs.
- Leaders recognise potential leadership qualities and are taking steps to build leadership capability in teachers.

Stewardship through effective governance and management | Te Whakaruruhau

Management is at the early stages of establishing some systems and processes to support the operation of the service.

- Policies and procedures guide practice to ensure regulatory requirements are maintained.
- Planning and priorities for improvement are yet to be developed.
- Leaders have yet to develop a strategic plan to provide a clear vision and direction for the service.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Gems 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?

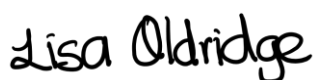
Little Gems Childcare will include the following actions in its quality improvement planning:

- Build teachers' capability to implement a curriculum that provides challenge and complexity for children's learning. This focus should then inform the assessment process.
- Leaders to fully implement the professional growth cycle of teachers and monitor improvements to teacher practice.
- Develop a strategic plan that provides a vision and direction for the service. Establish clear goals and determine the actions to achieve these within an appropriate timeframe.

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.](#)



Lisa Oldridge
Director of Early Childhood Education (Acting)

3 March 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	35 children aged 2 and over
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 8%; NZ European/Pākehā 8%; Indian 58%; Fijian 12%; Kiribati 8%; Cook Islands 4%; Samoan 4%
Service roll	26
Review team on site	October 2024
Date of this report	3 March 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review April 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 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.