



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Mini Miracles Educare Western Heights

Profile Number: 46352

Location: Henderson, Auckland

1 ERO's judgement of Mini Miracles Educare Western Heights 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

Mini Miracles Educare Western Heights consists of two buildings on one site, providing education and care for children in four learning spaces. The owner supports a manager to oversee operations and the curriculum. The service's philosophy responds to the ethnically diverse community in which it operates by celebrating cultural events and language weeks.

4 Progress since the previous ERO report

ERO's 2022 report was an Akanuku | Assurance Review. Multiple non-compliances with regulatory standards were identified and addressed by the service. They have maintained regulatory compliance, and no areas of concern were identified during this evaluation.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service's curriculum is beginning to reflect aspects of *Te Whāriki*, the early childhood curriculum.

- Assessment documentation makes children's interests, dispositions and skills visible. The learning outcomes of *Te Whāriki* are beginning to be used, however they are yet to be used meaningfully to track progress and measure children's development overtime.
- Children have opportunities to learn with and alongside their peers within a respectful, responsive environment. Teachers support, facilitate and encourage the development of social competence in children.
- Relationships between parents and whānau are evident. Whānau have opportunities to participate in cultural events and share aspirations for their children, however teachers are yet to show how they respond to this information through planning and assessment.

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

The service is at an early stage of establishing conditions to support teachers to build their professional knowledge and expertise.

- Leaders have a system of appraisal in place and are beginning to develop a process to support teachers' professional growth. The effectiveness of this system for building professional knowledge is not currently known.
- Teachers have opportunities to meet and discuss aspects of their practice with their mentor and are provided with feedback. This process is yet to identify and utilise individual teacher strengths to support quality practices.
- Teachers access and reflect on professional development attended. They are yet to identify shifts in practice and the impact of professional learning on outcomes for learners.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are taking steps to build relational trust to enable collaboration and improvement.

- Leaders are developing a manual of centre practice to set clear expectations for professional accountability, and collective responsibility for the wellbeing and learning of all children in the service.
- Leaders are working to promote a shared understanding of the service's philosophy, vision, and goals.
- Leaders and teachers are in the early stages of building a shared understanding of evaluative practice and growing the team's capacity to use evaluation for improvement.

Stewardship through effective governance and management | Te Whakaruruhau

The service's planning and priorities for improvement are being developed.

- Respectful relationships with parents are maintained. Leaders and teachers gather parent aspirations but are yet to use these to influence the philosophy, vision, goals and plans for improvement.
- Leaders promote the learning and wellbeing of children through some strategic actions such as adult : child ratios, providing adequately resourced environments and health and safety practices. Evaluation of the service's strategic plan and priorities is not occurring to support future planning for improvement.
- Policies, procedures and systems are implemented and reviewed to meet requirements.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Mini Miracles Educare Western Heights 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?

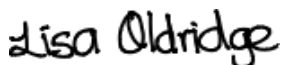
Mini Miracles Educare Western Heights will include the following actions in its quality improvement planning:

- Leaders and teachers to build a shared understanding about using learning outcomes from *Te Whāriki*, to record children's development and progress over time.
- Leaders and teachers to develop shared understanding about responding to individual children's culture, language and identity and reflecting parent aspirations in assessment documentation.
- Grow leaders and teachers' evaluative capability to support a shared understanding to do and use internal evaluation for improvement, in relation to outcomes for 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.](#)



Lisa Oldridge
Director of Early Childhood Education (Acting)

11 March 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	90 children, including up to 20 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 17%, NZ European/Pākehā 7%, Indian 16%, Samoan 9 %, Filipino 9%, Fijian Indian 7%, African 7%, other Pacific 5 %, other ethnic groups 24%
Service roll	58
Review team on site	October 2024
Date of this report	11 March 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, July 2022; Education Review, August 2018

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.