

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: A1 Kids Childcare Centre

Profile Number: 46510

Location: Tuakau, Waikato

1 ERO's judgement of A1 Kids Childcare 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

A1 Kids Childcare Centre is privately owned and changed ownership in January 2023. The current owner leads a small teaching team. Children learn in a mixed-age environment. The centre's philosophy places value on children's wellbeing and safety and aspires for a respectful home away from home environment where children learn, love and grow.

## 4 Progress since the previous ERO report

ERO's previous report in 2021 identified two improvement actions relating to further developing children's understanding of iwi, marae, and local places of significance, and also strengthening the use of parents' aspirations in assessment of children's learning. Due to a change of ownership, priorities have included establishing new leadership, reviewing the philosophy and developing operational systems. This has resulted in no progress yet being made in response to ERO's previous findings.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Children experience a curriculum that supports their physical wellbeing but is not yet reflecting the depth and breadth of *Te Whāriki*, the early childhood curriculum.

- Children have some autonomy and choice, with teachers using teaching strategies that support younger children to learn alongside older children. Older children have some access to resources that enable them to be creative, expressive and to develop thinking skills and understandings of the world around them.
- Teachers are incorporating aspects of children's cultures into the curriculum and include words and phrases in te reo Māori and some aspects of tikanga Māori in the daily curriculum. Some language weeks are celebrated, and assessment records reflect the home languages and cultures of some children.
- The service is taking steps to help teachers support children's developing social skills and their understanding of appropriate behaviours. Some progress has been made in this area.

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

Leadership and teachers are taking steps to improve practices and to design and implement a responsive curriculum.

- A professional growth cycle framework is established. This includes regular mentoring and written feedback about teacher practices that align with Teaching Council requirements.
- Curriculum design is undertaken with a focus on children's interests, and group planning and evaluation is in place. Planning and assessment of individual children's learning is at an early stage of reflecting parents' aspirations and showing children's progress over time in relation to the learning outcomes in *Te Whāriki*.
- Leaders and teachers have had some opportunities to attend professional learning that focuses on the current learning needs of children. There is limited evidence about the impact of new learning or shifts in teaching practice on children's outcomes.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leadership is working towards establishing conditions to enact their plans for improvement.

- Relational trust is in place between the mostly long-serving teaching team and the service leader. This provides consistency for children and their families.
- An external mentor supports the centre owner in their leadership and governance roles. This has enabled implementation of processes and systems that are beginning to positively coordinate planning, teaching practises and priorities for children's learning with the teaching team.
- Internal evaluation practices include systematic processes that are used to effect change. However limited data and evidence underpinning this reduces opportunities to scrutinise and improve curriculum practices.

### Stewardship through effective governance and management | Te Whakaruruhau

Governance is taking steps to develop shared understandings of priorities relating to A1 Kids Childcare Centre's vision, goals and philosophy.

- Strategic planning is in place with improvement goals beginning to be actioned and evaluated. The service has limited evidence of consulting with families and whānau Māori around the philosophy, review of policies, strategic direction and its priorities for improvement.
- Networked connections that enable inclusion and provision for children with additional needs are in the process of being developed.
- Initiatives that support equity of access for children and families have been maintained. This helps to remove attendance barriers for children and their families.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of A1 Kids Childcare Centre 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 Area of Concern

ERO found an area of concern in the service relating to:

- taking all practicable steps to ensure that noise levels in the indoor environment do not unduly interfere with normal speech and/or communication.

Licensing Criteria for Early Childhood Education and Care Centres 2008, HS15.

## 9 Where to next for improvement?

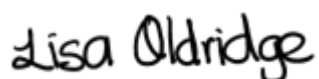
A1 Kids Childcare Centre will include the following actions in its quality improvement planning:

- Continue to increase the opportunities children have to independently access a fuller range of resourcing to support complexity of learning for older children.
- Leadership and teachers to continue to extend their understandings of the ways in which children develop their social and emotional competencies and to consistently enact effective strategies that guide children positively.
- Improve assessment and planning records to reflect parent's aspirations and children's progress over time in relation to the valued outcomes in *Te Whāriki*.

#### 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.\*](#)



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Director of Early Childhood Education (Acting)

13 March 2025

## 10 Information About the Service

Service Type	Education and care service
Number licenced for	45 children aged over 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 30%, NZ European/Pākehā 16%, Tongan 20%, Indian 17%, Kiribati 7%, Filipino 7%, Cook Islands 3%
Service roll	30
Review team on site	October 2024
Date of this report	13 March 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, June 2021; Education Review, October 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)*.

	<b>Above the threshold for quality</b>
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.
	<b>Below the threshold for quality</b>
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.