

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kids at Play Temuka

Profile Number: 70041

Location: Temuka, South Canterbury

1 ERO's judgement of Kids at Play Temuka 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

Kids at Play Temuka is one of three privately owned and operated early childhood services. The owner is responsible for governance and works closely with a centre manager who has oversight of the daily operations. The small service has two age-based areas with separate indoor and outdoor spaces that cater for the specific needs of children under two and over two-years-old.

4 Progress since the previous ERO report

ERO's 2021 Akanuku | Assurance Review report identified two areas for improvement within the key next step. Good progress has been made in strengthening the bicultural curriculum. Leaders and teachers have aligned their valued learning priorities and philosophy with aspects of te ao Māori.

While there are increased opportunities for children and teachers to hear and speak te reo Māori in meaningful learning contexts, progress has been limited due to significant staff changes.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children actively participate a rich play-based curriculum that reflects the community's valued learning priorities that are aligned to *Te Whāriki*, the early childhood curriculum.

- Infants, toddlers and young children experience calm, unhurried and respectful interactions with teachers who know them well. Teachers are highly responsive to children's individual preferences, interests, strengths and capabilities.
- Intentional teaching strategies effectively support children's oral language development. Teachers purposefully involve children in sustained and meaningful learning conversations.
- Teachers work closely with families to understand the child in the context of culture, languages and identity. Effective assessment practices inform curriculum planning, intentional teaching and progress of learning outcomes for children.

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

The teaching team are taking steps build their professional knowledge to develop their capability, skills and confidence to engage in evaluation and inquiry.

- Teachers inquire into aspects of practice which informs change and improvements to teaching.
- Teachers are provided with some opportunities to access relevant professional learning and development. They are yet to evaluate the impact of their professional learning to know about the outcomes for children as a result.
- Leaders and teachers engage in regular review for improvement and are building a shared understanding around the purpose of review and evaluation.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders provide a range of supports to grow teacher's professional practice and leadership skills.

- Leaders model and expect professional accountability and collective responsibility for the wellbeing and learning of all children. A focus on building relational trust is enabling collaboration for improvement.
- Leaders have established clear operational and curriculum expectations that provide guidance for new teachers. They provide verbal feedback to teachers about the process of internal evaluation, curriculum evaluation and assessment of children's learning.
- Leaders have a focus on growing leadership across the organisation but are yet to formalise and document the process of induction for new leaders.

Stewardship through effective governance and management | Te Whakaruruhau

Those responsible for governance and management prioritise the wellbeing and learning of children in the context of whānau relationships.

- Governance and management allocate resources in ways that clearly align with the service's philosophy, vision and goals for learning and teaching. They provide additional staffing and professional learning opportunities that support curriculum implementation.
- There are a range of systems which inform the progress of the strategic direction. This includes a recently developed continuous quality improvement plan that is in the early stages of implementation.
- The service implements policies and procedures to ensure health and safety requirements are being met. These are regularly reviewed and updated to respond to any identified issues or concerns.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kids at Play Temuka 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?

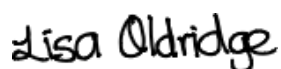
Kids at Play Temuka will include the following actions in its quality improvement planning:

- Build leaders' and teachers' knowledge and capability to meaningfully integrate te reo Māori and tikanga Māori within the curriculum.
- Build capability to do and use internal evaluation for improvement. This includes monitoring and evaluating how well changes to teacher practice improve learning outcomes for children.
- Implement the organisation's continuous quality improvement plan and monitor and evaluate key service priorities, including the strategic goals.

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)

7 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	26 children, including 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 9%, NZ European/Pākehā 75%, Filipino 9%, Indian 6%, Australian 3%
Service roll	35
Review team on site	January 2025
Date of this report	7 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review; April 2021, Education Review; May 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.