

# ERO Early Childhood Service Akarangi | Quality Evaluation Report

**Early Childhood Service Name:** Little People Learning Centre

**Profile Number:** 45544

**Location:** Glenfield, Auckland

1 ERO's judgement of Little People Learning 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

Little People Learning Centre is one of three services under the same ownership. The owners are actively engaged in governance of their services and work closely with the centre managers. The service operates in a purpose-built building.

The philosophy highlights teachers responding to children as unique individuals, establishing partnerships with parents, and implementing an inclusive, play-based curriculum underpinned by *Te Whāriki*, the early childhood curriculum.

The centre is culturally diverse with many children of Asian ethnicities, as well as some of Māori and Pacific heritages. Adult: child ratios are above minimum requirements, providing children with continuity of relationships with their teachers.

## 4 Progress since the previous ERO report

ERO's 2021 report identified improvement actions relating to strengthening assessment of individual children's learning and development and improving teachers' cultural competency to work with Māori and Pacific children. Good progress has been made in these areas. Service records show that leaders have thoughtfully planned and implemented strategies to support improvement. Positive shifts in teacher practice are evident in curriculum documents.

## 5 Learning Conditions

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

Leaders and teachers value diversity and are responsive to children's cultures and languages.
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- Te reo Māori and tikanga Māori is highly valued and integrated within the curriculum. Tamariki Māori and their whānau have meaningful opportunities to contribute to the curriculum provided.
- Teachers are inclusive and welcoming of children with additional needs. These children are actively supported through targeted curriculum planning, collaboration with external agencies, and necessary adjustments to the physical environment, enabling their full participation.
- Parents and whānau share their languages, cultures and aspirations, which contributes to group and individual planning alongside recording information about children's growing capabilities. Teachers use intentional teaching strategies to respond to children's interests but, are yet to consistently identify the impact of their practices on children's learning.

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

Leaders and teachers draw on the professional knowledge and strengths of each team member to build the capability of the teaching team.

- Leaders and teachers proactively participate in relevant learning opportunities aligned to their professional goals and the service's priorities. They are yet to evaluate how this learning has resulted in improved practices or impacted on better outcomes for children.
- Leaders intentionally build the capability of individual teachers to improve their practice. Teachers' professional growth cycles are well supported through regular mentoring and feedback.
- Leaders and teachers collaboratively engage with the local school community to support continuity of learning for children. They respond to the individual needs of children and their families to support effective transitions to school.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leaders collaboratively enact the organisation's vision, plans and priorities for improvement.

- Collaboration and relational trust amongst the teaching team supports them to design and implement a responsive curriculum. Leaders encourage teachers to develop their leadership capability.
- There is a shared understanding of the organisation and service's philosophy, goals and priorities for children's learning. Teachers value and promote children's languages, cultures and wellbeing.
- Leaders and teachers are continuing to develop a collective understanding of internal evaluation. The service's evaluation findings have yet to demonstrate improvement that is focused on equitable outcomes for specific groups of learners.

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

Children's learning and wellbeing are the primary considerations that inform decision-making and resourcing.

- Owners and leaders work collaboratively to enact the service's philosophy and strategic priorities. They are yet to document how they monitor progress towards the group's improvement goals or how changes made have impacted positively for children.
- Owners are active in the leadership of the service ensuring policies and procedures support the recruitment and retention of staff. Consideration is given to ensuring staff have time and opportunities to build positive relationships with children and to develop partnerships with parents that focus on children's learning.
- Governance and management ensure roles and responsibilities within the leadership structure are clear, supporting sustainability and consistency between the three services.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little People Learning Centre 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 People Learning Centre will include the following actions in its quality improvement planning:

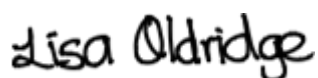
To grow governance, leaders' and teachers' shared understanding of how to use evaluation to:

- identify the impact of intentional teaching strategies on children's learning to better inform planning and assessment
- monitor the impact of professional learning on improvements to teaching practice and better outcomes for learners
- strengthen collective understanding of what contributes to effective internal evaluation to drive improvement and identify the impact of improvement on outcomes for groups of 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.\*](#)



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9 April 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children aged over two years
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 15%, South-East Asian 34%, Chinese 23%, NZ European/Pakeha 15%, other ethnicities 13%
Service roll	27
Review team on site	November 2024
Date of this report	9 April 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, July 2021; Education Review, June 2016

### 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 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.
	<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.