



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little People

Profile Number: 20521

Location: Glenfield, Auckland

1 ERO's judgement of Little People 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 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. This service operates over two levels with infants and toddlers upstairs and older children downstairs.

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 community is culturally diverse with many children of Southeast Asian ethnicities, as well as some children 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 extending professional networks to further influence positive outcomes for children's learning and to strengthen partnerships with parents/whānau to deepen approaches and practices that demonstrate a commitment to Te Tiriti o Waitangi. Good progress has been made in both 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

The service has clear expectations for curriculum design and implementation that is inclusive of all children and reflects the depth and breadth of *Te Whāriki*.

- Children experience an inclusive environment that supports their social and emotional development, independence and decision-making. They have many opportunities to be involved in group experiences that promote active movement, creativity and sharing of their ideas.
- Relationships between teachers and children are respectful and responsive to the learning needs of each child. Teachers know children and their whānau well and make meaningful connections to their home life.
- Teachers gather relevant information about children's learning that reflects their cultures and languages. While they focus on responding to children's interests through intentional teaching practices, teachers are yet to consistently identify the difference their teaching approaches are having on children's learning.

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

Leaders and teachers are continuing to build their professional knowledge, expertise and cultural competence to design and implement a curriculum that is responsive to all children.

- Leaders and teachers utilise the strengths of each team member to build collective team capability that contributes to their continuous improvement journey.
- Teaching practices reflect that care is understood to be an integral part of the curriculum especially for infants and toddlers. Nurturing interactions in care moments support children's learning well.
- Teachers reflect on their own practice and engage in a wide range of professional learning. They are yet to evaluate how this learning has resulted in improved practices or impacted on better outcomes for children.

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.

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 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 will include the following actions in its quality improvement planning:

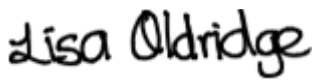
To grow governance, leaders' and teachers' shared understanding of how to use evaluation to:

- 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.](#)



Lisa Oldridge
Director of Early Childhood Education (Acting)

9 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	38 children including 13 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 11%, South-East Asian 50%, Indian 20%, Chinese 5%, Niue 5%, NZ European/Pākehā 3%, other ethnicities 6%
Service roll	36
Review team on site	November, 2024
Date of this report	9 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, March 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)*.

	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.