



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: JoJo's Early Learning Limited

Profile Number: 45704

Location: Kumeu

1 ERO's judgement of JoJo's Early Learning Limited 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

JoJo's Early Learning Limited, previously known as JoJo's Childcare Ltd, is owned and operated by the centre manager. An assistant manager and two team leaders support the teaching team. Most staff are qualified teachers. Children from infancy to school-age are cared for in four separate age- based indoor and outside learning areas. The service's philosophy values providing children with opportunities that promote exploration and learning through play. It acknowledges families as an important part of the service's culture.

4 Progress since the previous ERO report

The May 2021 ERO Akarangi | Quality Evaluation was undertaken under previous ownership. The new owner subsequently focused on establishing a new teaching team including leadership, policies and service priorities. As a result, the improvement actions from the previous report have not been relevant priorities to progress.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children's learning and development is well supported through environments and resourcing that support their growing interests and capabilities in play-based contexts.

- Younger children play at their own pace, in a peaceful atmosphere. Older children have opportunities to develop relevant social skills, confidence and independence.
- Children's language culture and identity is acknowledged by teachers, through relevant celebrations and consulting with parents and whānau as appropriate. Teachers know children well, they interact positively to extend their thinking and support their learning.
- Children's assessment documentation reflects the goals of *Te Whāriki*, the early childhood curriculum. However, does not show use of the learning outcomes from *Te Whāriki*, or consistency in the ways teachers reflect children's cultural identities and respond to parent aspirations for their children's learning.

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

Leaders and teachers are continuing to build their professional knowledge and expertise to design and implement a responsive curriculum.

- Teachers access relevant professional learning opportunities and participate in a mentoring relationship to grow their teaching practice. They work collaboratively to improve outcomes for children.
- Teachers are in the early stages of evaluating the effectiveness of their professional growth in improving outcomes for learners. Leaders identify some shifts in teaching practice and its impact on outcomes for groups of children but are yet to show this clearly in documentation.
- Teachers collaborate with each other to create consistent practices related to the implementation of health and safety practices, celebrating events, and providing the learning program.

6 Organisational Conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are establishing the conditions to do and use evaluation for improvement.

- Leaders and teachers engage in an internal evaluation process, and most evaluation activities are focused on what teachers and children are doing. Consideration of the effectiveness of systems and practices in supporting children's learning is not yet consistently evident.
- Leaders align resources to support teachers with implementing the service's philosophy, vision, goals to promote ongoing improvement.
- Leaders provide opportunities for parents and whānau to share their aspirations for their children's learning.

Stewardship through effective governance and management | Te Whakaruruhau

Leaders facilitate collaboration between the service, parents, and relevant agencies within the community to support broader educational outcomes.

- Leaders focus on the wellbeing and learning of all children in the service. They work collaboratively with parents and external agencies to promote positive outcomes for all children, including those with additional learning needs.
- Children have opportunities to learn about the wider world around them through participating in community activities and events along with their parents.
- Leaders have developed a useful framework of policy review and use it to monitor and guide the implementation of policies and practice.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of JoJo's Early Learning Limited 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?

JoJo's Early Learning Limited will include the following actions in its quality improvement planning:

Leaders and teachers to:

- increase the visibility and consistency of teachers' response to children's languages and cultures and parental aspirations for their learning, within assessment and planning information
- deepen teachers collective understanding and use of the learning outcomes from *Te Whāriki* to demonstrate children's learning progress over time
- develop evaluative capability to report on the effectiveness and impact of their systems and processes in relation to improved 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

Lisa Oldridge
Director of Early Childhood Education (Acting)

1 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	100 children, including up to 25 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 8%; NZ European/Pākehā 58%, Indian 17%, Filipino 5%, Samoan 4%, Other Pacific 6%, other ethnic groups 4%.
Service roll	75
Review team on site	December 2024
Date of this report	1 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	May 2021; Akarangi Quality Evaluation September 2016 ,Education Review

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.