

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Leaps and Bounds

Profile Number: 47275

Location: Waiuku

1 ERO's judgement of Leaps and Bounds 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

Leaps and Bounds, previously known as Creative Garden Early Learning Centre, is governed and managed by the owner and a recently appointed, qualified centre manager. An external consultant provides curriculum and management support. The service has three age-based rooms for children from infancy to school age. The philosophy values respectful relationships, providing a nurturing environment, and cultivating independence in all children.

4 Progress since the previous ERO report

No key next steps were identified in the February 2021 report. The service underwent a change of ownership later in 2021 and this is the first ERO evaluation of the service under new ownership.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Leaders and teachers implement a responsive curriculum based on <i>Te Whāriki</i> , the early childhood curriculum.

- Teachers use *Te Whāriki* as the basis for assessment, planning, and evaluation of the curriculum. They are yet to use the learning outcomes of *Te Whāriki* to show children's learning and progress over time.
- Teachers use intentional teaching practices to support children's learning well by guiding children's problem-solving, providing repetition of language and modelling positive behaviours for children. Leaders and teachers have respectful relationships with children, listening attentively to their verbal and non-verbal cues and communication.
- The curriculum provides activities based on children's interests. Children have opportunities to engage in meaningful cultural events and take part in planned, regular excursions within the community.

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

Leaders and teachers have opportunities to develop professional knowledge to improve their professional practice.

- Leaders and teachers participate in a professional growth cycle process that enables them to set relevant goals for professional growth. This is at an early stage of implementation.
- Teachers access relevant online professional learning opportunities and internal support is provided by an external consultant. Teachers are yet to consider how their new learning is making a difference for children.
- Leaders and teachers respectfully integrate te reo Māori in everyday practices. They have self-identified that a priority is to improve their competence to use te reo Māori and include aspects of tikanga Māori in the curriculum.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders and teachers are building relational trust and establishing a shared understanding of how to undertake internal evaluation for improvement.

- Relational trust between the owner, centre manager, and teaching team enables collaborative practices and building of positive relationships with parents and whānau.
- Internal evaluation is collaborative and follows a clear framework to drive improvement. The service is at the early phase of implementing this framework and yet to complete the monitoring and evaluation phases of this process.
- The recently appointed centre manager is working with an external agency to ensure regulatory requirements are met. This includes mentoring and coaching to build leadership capability.

Stewardship through effective governance and management | Te Whakaruruhau

The service's priorities for improvement are being developed, including resources, policies, procedures, and practices.

- The owner and manager allocate resources to align with the philosophy, vision, and goals for children's learning.
- Leaders collaborate with parents and work with external agencies, such as the Ministry of Education, to improve outcomes for children with additional learning needs.
- A strategic plan has been developed that includes actions to meet the service's identified goals. This is at an early stage of implementation.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Leaps and Bounds 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?

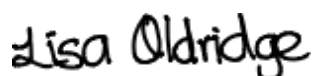
Leaps and Bounds will include the following actions in its quality improvement planning:

- For teachers to use the learning outcomes from *Te Whāriki* to show children's learning and progress over time within assessment, planning, and evaluation information.
- Develop leaders' and teachers' individual and collective capacity to undertake internal evaluation that shows how improvements made contribute to children's learning.

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)

15 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	55 children, including up to 12 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 18%, NZ European/Pākehā 65%, Cook Island 4%, Danish 4%, other ethnic groups 9%.
Service roll	62
Review team on site	February 2025
Date of this report	15 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, February 2021; Akanuku Assurance 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.