

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Minimee Early Childhood Adventure

Profile Number: 45922

Location: Hillcrest, Auckland

1 ERO's judgement of Minimee Early Childhood Adventure 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

Minimee Early Childhood Adventure has been under new management since 2022. The assistant manager and head teachers work closely with owner to support the daily operations of the service. The centre is housed in a renovated villa with three age-specific learning environments while also providing opportunities for mixed age learning experiences. The ethnically diverse roll of children is supported by a philosophy that is committed to being culturally responsive, with a Reggio Emilia-inspired approach guiding the curriculum and learning environment.

4 Progress since the previous ERO report

This is the first ERO report under new ownership. The 2021 ERO report identified two key areas for improvement: First, it recommended that teachers' and leaders extend their knowledge of Te Tiriti o Waitangi by developing relationships with local iwi and further integrating te reo Māori and tikanga Māori into teaching practices. Second, the report highlighted the need to explicitly show the breadth, depth, and complexity of children's learning in documented planning and assessment records.

Good progress has been made in both these areas. Steps have been taken to enhance the integration of te reo Māori and tikanga Māori into daily teaching, and there have been improvements in how learning outcomes are recorded and analysed to better reflect the full scope of children's learning.

Leaders can clearly articulate the approach they have taken, where they are currently positioned. Some of the key initiatives have focused on distributed leadership and promoting a culture of relational trust, which fosters teachers' growth and supports them in developing their leadership capabilities and professional practices. A significant part of this learning has involved building and fostering children's cultural connections through the design of a culturally responsive curriculum. Collaboration with parents has played a vital role in supporting this development. As a result, children's culture, language, and identity are not only visible in the learning environment but are also nurtured through experiences and reflected in their portfolios.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children have trusting relationships with their teachers who are respectful and responsive to their social and emotional development.

- The learning environment is intentionally set up to support and nurture children's interests allowing them to lead their own learning. This setup encourages sustained play fostering deeper engagement and exploration.
- Teachers use a range of strategies to enhance children's oral language, nurture curiosity, and refine their working theories. For children up to two years of age, the environment is calm and unhurried providing them with the time and space they need to explore.
- Assessment and planning demonstrate continuity in children's individual learning over time. However, evaluation practices have yet to show how effective teaching strategies have been in progressing children's learning in relation to *Te Whāriki* the early childhood curriculum learning outcomes.

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

Leaders and teachers work collaboratively to enhance their professional knowledge and cultural competence, ensuring they provide a responsive curriculum for all children.

- Teachers are actively engaging in professional learning to enhance their knowledge and capabilities. They effectively share their learning with the team, fostering a shared understanding and improving overall teaching practice.
- The service is dedicated to enhancing cultural competence with the teaching team, actively utilising the cultural competency resources from the *Tātaiako* and *Tapasā* documents to guide and inform their practice.
- Teachers engage in a systematic professional growth cycle and reflect on their practice. However, leaders and teachers have yet to strengthen their documentation to clearly demonstrate how shifts in practice have led to improved outcomes for learners.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Service leaders have successfully established strong relational trust with both teachers and parents, promoting a collaborative environment that supports continuous improvement.

- Leaders provide opportunities for parents to contribute to children's cultural experiences and the curriculum design, ensuring the local curriculum reflects the values and needs of the community. This approach supports a more inclusive and culturally responsive learning environment.
- Leaders support professional practice by providing affirming feedback to teachers. They are still in the process of developing their documentation to clearly show how feedback extends teachers' practice and enhance their leadership capabilities.
- A systematic and collaborative approach to internal evaluation leads to improvement. Leaders are continuing to strengthen their monitoring and evaluation practices to demonstrate how shifts in practice have improved outcomes for learners.

The service collaborates with parents and teachers to ensure resources effectively support children's learning and wellbeing.

- Leaders actively promote a collaborative culture aimed at identifying and reducing barriers to children's learning. The team works closely with parents and whānau and is building relationships with local schools to enhance social outcomes for children.
- Management has streamlined the service's human resource procedures and practices, focusing on staff retention and the development of staff capability to enhance the overall team performance.
- The service has a strategic plan, annual plan and philosophy that are regularly reviewed. Leaders have not yet assessed how these documents are improving outcomes for learners.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Minimee Early Childhood Adventure 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?

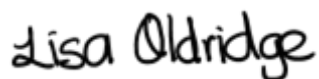
Minimee Early Childhood Adventure will include the following actions in its quality improvement planning:

- Refine evaluation practices to demonstrate how effective teaching strategies have supported children's learning in relation to *Te Whāriki*, learning outcomes.
- Leaders will document mentoring feedback that supports the development of teacher capability and encourages the extension of their thinking.
- Leaders will enhance monitoring and evaluation practices and improve documentation to clearly show how shifts in teaching practices have led to better outcomes for learners.

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)

16 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 16 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 6%; NZ European/Pākehā 82%, Chinese 16%, Samoan 8%, Fijian 2%.
Service roll	50
Review team on site	February 2025
Date of this report	16 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, July 2021; Education Review, September 2017

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.