



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kihikihi Early Adventurers

Profile Number: 30045

Location: Kihikihi

1 ERO's judgement of Kihikihi Early Adventurers 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

Kihikihi Early Adventures, formally known as Kainga Tamariki is privately-owned. Children experience education and care in two age-based spaces. There are some opportunities for children to play together throughout the day. The qualified owner supports daily operations and leads a team of certificated and uncertificated teachers. They work together to deliver the service's vision that aims to prepare children for a lifetime of learning.

## 4 Progress since the previous ERO report

ERO's 2021 Akanuku | Assurance Review identified a key next step to build teachers' understanding and use of the learning outcomes from *Te Whāriki*, the early childhood curriculum. The service has made good progress and as a result the learning outcomes are included as part of assessment and planning information.

## 5 Learning Conditions

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

Children experience responsive relationships with teachers that support their physical development and wellbeing.

- Teaching practices promote older children's developing social and emotional competencies that support their play with and alongside others. Infants experience an unhurried pace where their care routines are prioritised.
- Individual learning plans for children are established and whānau regularly contribute to goals set for their child. Evaluation of children's progress is not yet consistently documented in assessment information.
- The outside environments provide children with opportunities to undertake physically active play. There is yet to be an intentional focus on how teachers can better utilise the environment and resources to facilitate creativity and complexity in children's play.

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

The leader and newly established teaching team are in the early stages of developing the conditions to support collaboration and a focus on growing their professional knowledge.

- Some teachers engage in professional learning relating to centre-wide self-review and evaluation practices. The outcomes and impacts for children from this new learning are yet to be utilised due to significant staff changes.
- A framework for teachers' professional growth is in the very early stages of implementation and is not yet being utilised by all teachers.
- Teachers and leaders are building their cultural knowledge, including celebrating events alongside whānau and taking steps to find out about the local place-based curriculum. Teachers are yet to consider ways to respond, document and implement this focus into ongoing experiences for children.

## **6 Organisational conditions**

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

The service is in the early stages of providing the conditions that enable growth in the teaching team to promote positive outcomes for children.

- The new teaching team is in the initial stages of establishing ways to work together to promote equitable outcomes for children.
- Leaders and teachers are in the early stages of developing their understanding of evaluation. The service currently undertakes self-review that does not include provision for teachers to scrutinise and improve their practice over time.
- A philosophy and vision underpins the service's operations and curriculum decisions. The review of this, alongside whānau, is yet to occur.

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

Governance is taking steps to ensure decision-making supports children learning.

- Governance considers equity provisions that identify and remove barriers for children and their whānau to enable participation at the service.
- A strategic plan to guide long-term improvement has been established. Governance is yet to monitor or evaluate these goals to help them know the impact of changes made on children's learning.
- There is limited mentoring for the teaching team to help develop their professional capability. Currently there is a reliance on teachers taking responsibility for their overall professional learning.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kihikihi Early Adventurers 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?

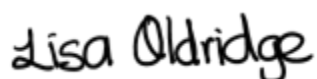
Kihikihi Early Adventurers will include the following actions in its quality improvement planning:

- Improve intentional teaching practices so that children experience a curriculum which provides greater opportunities for creativity and complexity in their play.
- Build leaders' and teachers' collective understanding of the purpose of evaluation and how to use this process as a tool to focus on improvement.
- To implement professional practice processes that help teachers and leaders to understand the impact of their professional growth on 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.\*](#)



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Director of Early Childhood Education (Acting)

17 April 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	25 children, including up to 8 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 48%, NZ European/Pākehā 48%, Fijian 3%, other Pacific groups 3%, other ethnic groups 12%
Service roll	29
Review team on site	February 2025
Date of this report	17 April 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, December 2021; Education Review, August 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)*.

	<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.