

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little Mascots Early Learning Centre

Profile Number: 47209

Location: Mangere, Auckland

1 ERO's judgement of Little Mascots Early Learning Centre 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 Mascots Early Learning Centre is a privately-owned service, operating in a purpose-built building. Three defined learning areas are available, and children are grouped according to individual needs. The service directors provide governance and administration. The qualified centre manager guides the curriculum and leadership for the teaching team. The service has developed learning priorities in conjunction with children, parents and whānau which places value on relationships, respect, cultural inclusion, an active learning environment and aroha (love).

4 Progress since the previous ERO report

The 2022 ERO report identified a number of non-compliances against the regulatory standards in relation to health and safety. These have since been addressed. The service has continued to make good progress in implementing and regularly reviewing their policies and procedures to ensure health and safety requirements are being met.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service is beginning to document children's learning in relation to the outcomes in *Te Whāriki*, the early childhood curriculum.

- Assessment records capture children's activities and interests, and the service is starting to consider learning outcomes in *Te Whāriki*. However, teachers have not yet evaluated children's learning progression over time.
- Teachers are positive, respectful and responsive in their practices. This leads to calm and unhurried environments where children have time and space to make choices in a play-based environment.
- Māori and Pacific children and whānau have opportunities to contribute to the curriculum through cultural celebrations and events. This supports children's connections to their cultural identity.

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

The service is establishing the conditions to support teachers and leaders in increasing their professional knowledge, expertise and cultural competence to design and implement the service's curriculum.

- Teachers have access to professional learning opportunities that help build their teaching practices, but they have not yet evaluated the impact of these on improving teaching practices and learner outcomes.
- Leaders and teachers have access to resources that help them to develop professional knowledge, expertise, and cultural competence. This supports them in developing a culturally responsive curriculum for all learners.
- A new professional growth cycle is in place, and teachers now need to identify shifts in their teaching practices and assess their impact on children's learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are building collaboration to define and enact the service's philosophy and priorities for improvement.

- The importance of child, parent and whānau perspectives and cultural expertise are recognised. Leaders draw on these to inform the service's philosophy, strategic goals and priorities for learning.
- Leaders have a shared understanding of the philosophy and centre priorities. They align resources to support a responsive curriculum and reduce barriers to teaching and learning, especially for children with additional needs.
- Leaders are establishing the processes to do and use effective evaluation for improvement. They are yet to measure the effectiveness of improvement actions in relation to outcomes for children.

Stewardship through effective governance and management | Te Whakaruruhau

Governance and management place the learning and wellbeing of children at the heart of decision-making.

- Strategic planning has a clear vision and direction which reflects a commitment to quality education and outcomes for learners.
- Governance and management work collaboratively with relevant agencies that support operation of the service and teaching and learning outcomes for children.
- The service has developed and implemented policies and procedures to ensure the health, safety, and well-being of children and teachers. These are regularly reviewed to maintain regulatory requirements.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Mascots Early Learning Centre 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?

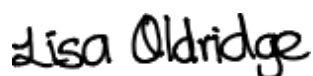
Little Mascots Early Learning Centre will include the following actions in its quality improvement planning:

- Implement a process to regularly monitor and evaluate each child's learning progress in relation to the learning outcomes of *Te Whāriki*.
- Improve internal evaluation processes to measure and document outcomes over time.
- Build leaders understanding of evaluation for improvement to assess the impact of changes and identify what is and is not working and for whom.

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)

22 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children aged 2 and over
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 10%, Samoan 29%, Fijian 20%, Indian 14%, Tongan 9%, Cook Island Māori 5%, Tokelau 3%, other ethnic groups 10%
Service roll	59
Review team on site	December 2024
Date of this report	22 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, July 2022; 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.