

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kidlywinks Childcare Centre

Profile Number: 60122

Location: Upper Hutt

1 ERO's judgement of Kidlywinks Childcare 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

Kidlywinks Childcare provides a mixed-age group programme for infants, toddlers and children up to school age. An established leadership team, including the owner/centre manager and head teacher, work closely together to support a teaching team comprised of qualified and unqualified teachers and teachers in training. Significant staff changes have occurred since the last ERO review.

4 Progress since the previous ERO report

The service has made good progress in addressing the 2020 Akanuku | Assurance Review report's key next steps. It has developed policies and practices that prioritise children's language, culture, and identity. Teachers regularly gather cultural information from whānau to inform assessment, planning, and cultural events. Additionally, curriculum documentation has been formalised, including how individual assessments inform group programs and evaluate the impact of teaching strategies on child outcomes. As a result, clear guidelines and support in building teacher capability have improved assessment, planning, and evaluation practices.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service's curriculum is responsive and reflects the breadth and depth of *Te Whāriki*, the early childhood curriculum, which enables children to develop their knowledge, skills, dispositions and working theories.

- The learning and wellbeing of children, including infants and toddlers, is enhanced by teachers who intentionally support them to lead and extend their own learning at their own pace. Leaders and teachers purposefully scaffold children's oral language, mathematics and social and emotional development.
- Children's learning and progress over time are informed by parents' aspirations. Their cultures, languages, and identities are reflected in the assessment documentation.
- Children have opportunities to hear and experience aspects of te ao Māori through waiata, karakia, kapa haka, kupu and affirmations. However, variability in teachers' confidence and capability in integrating te reo Māori and tikanga Māori highlights the need for further development in this area.

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

Leaders and teachers are well supported to build their professional knowledge and capability to inquire into aspects of their practice and to build collective capability.

- Leaders actively engage in a professional growth cycle that is thoughtfully designed to enhance collaborative capability, ensuring it effectively meets the diverse teaching and learning needs of the community.
- A systematic approach to induction and relevant opportunities for professional learning and development are well-implemented. This is clearly focused on building leaders and teachers understanding of *Te Whāriki*.
- Through children's assessment documentation, leaders and teachers evaluate to identify how well their intentional teaching strategies support priorities for children's learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders collaborate to develop and enact the service's philosophy, vision, goals and priorities.

- Leadership capability fosters collaborative internal evaluation, incorporating parent input which helps the service to identify priorities and actions for improvement. A deeper understanding of monitoring and evaluating impact is a key next step.
- Leaders seek and use evidence regarding the effectiveness of professional learning processes to improve teaching practices and enhance outcomes for children.
- Building relational trust is a priority for leaders, enabling collaboration for continuous improvement.

Stewardship through effective governance and management | Te Whakaruruhau

Effective systems, processes and practices and internal evaluation enable governance and management to strategically allocate resources that are clearly aligned with service's philosophy, vision and learning goals.

- Governance and management are well-informed through regular staff meetings, enabling them to track progress in building the teaching team's capabilities to deliver a safe, inclusive curriculum.
- Policies and procedures are coherent, fit for purpose and effectively guide practice.
- It is timely now for governance and management, to deepen their knowledge of strategic planning and to effectively monitor and evaluate progress against priorities that inform decision making.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kidlywinks Childcare 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?

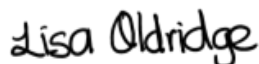
Kidlywinks Childcare Centre will include the following actions in its quality improvement planning:

- Continue to build leaders' and teachers' understanding of te ao Māori and integrate te reo Māori and tikanga Māori through the curriculum.
- Monitor and evaluate the impact of improvement actions against service priorities, clearly aligned with indicators of success, to better identify what worked well 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)

23 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	31 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 19%, NZ European/Pākehā 41%, Indian 11%, English 4%, Greek 4%, other European 7%, South African 4%, Nepali 4%, Israeli 4%, Chinese 4%
Service roll	27
Review team on site	December 2024
Date of this report	23 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, December 2020; Education Review February 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.