



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kids Rock Early Learning Centre

Profile Number: 45075

Location: Tirau

1 ERO's judgement of Kids Rock 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

Infants, toddlers and young children learn across two aged-based spaces at Kids Rock Early Learning Centre. A centre manager and owner lead the service, closely supported by an assistant manager. A stable teaching team delivers the service philosophy that is based in a te ao Māori approach. The philosophy draws on the metaphor of a manu taratahi, a traditional kite, with tamariki, kaiako and whānau supported by six key principles in learning and the maintenance of their hauora, or holistic health and wellbeing.

4 Progress since the previous ERO report

The 2021 ERO Akarangi | Quality evaluation identified three quality improvement actions. They included reviewing the service philosophy to better reflect the kaupapa Māori nature of the enacted curriculum and aligning assessment of children's learning with this approach, and promoting learning-focused partnerships with whānau. The third related to developing systems and practices to support growth and improvement through internal evaluation.

Significant progress has been made to redevelop the service philosophy and embed the key priorities of tikanga, purākau, kotahitanga, whānaungatanga, mauri and kaitiakitanga. Good progress has been made to embed culturally responsive assessment practices that are connected to the service philosophy and support partnership with whānau. Internal evaluation practices are still developing, with limited progress in this area. Service leaders are establishing a framework and building their own knowledge and capability to better support understanding across the service.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

A responsive curriculum that clearly reflects the service's whānau-based approach and community context is well-embedded.

- Tamariki experience te ao Māori as a natural part of centre life, with te reo Māori and tikanga Māori supporting learning and the individual needs and routines of tamariki. The small number of Pacific learners in the service are known to kaiako, and response to this group is developing.
- A rich programme offers a range of opportunities for tamariki of all ages to lead their own learning, effectively supported by kaiako. Infants and toddlers experience a calm environment, with kaiako being responsive to their verbal and non-verbal cues.
- Partnerships with parents and whānau are well-established and inform curriculum decisions. Assessment practices reflect the learner identity of tamariki, however learning progression over time, in relation to the service philosophy priorities, is less clear.

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

The culturally responsive curriculum is enhanced through kaiako collaborating to improve their practice.

- Internal expertise from leaders, alongside external learning, develops kaiako practice. They engage with whānau Māori as a natural part of their work and draw on that voice to shape decisions about learning for tamariki.
- The emotional and holistic wellbeing of tamariki is well-supported by kaiako and leaders consistently enacting the service philosophy.
- Kaiako reflect on their teaching, engage in review, and make changes to their practice. A framework for professional growth is established but does not clearly align to other improvement practices or support kaiako to evaluate the impact of their learning for tamariki.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work to clearly enact the service priorities and goals so that experiences for tamariki, whānau and kaiako are improved.

- The intrinsic knowledge of te ao Māori held by leaders positively impacts learning for both tamariki and kaiako. They model and promote authentic use of both te reo Māori and tikanga Māori as a natural part of the service.
- A culture of relational trust is promoted by leaders and well-embedded to support a focus on growth and improvement. The roles and responsibilities of leaders are being redefined as the leadership structure changes, and knowledge of the function of effective leadership is developing.
- Leaders continue to build their knowledge and understanding of processes that support ongoing improvement. However, aspects of the evaluation and professional growth frameworks work in isolation, limiting a cohesive approach to growth.

Stewardship through effective governance and management | Te Whakaruruhau

Leaders are developing systems, processes and plans to promote the learning and wellbeing of tamariki and their whānau.

- A positive learning and working environment facilitates a low turnover of kaiako. This supports the building of quality relationships between tamariki and kaiako and contributes to equitable access and inclusion for tamariki within learning.
- Systems, processes, policies and procedures relating to children's health and safety are developing. There is variability in how well these are enacted, with oversight and ongoing monitoring not clearly established.
- Leaders have prioritised the establishment of systems and processes to enact the service philosophy and curriculum. Strategic priorities and planning are currently not in place to guide the future direction of the service.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kids Rock 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 Areas of Concern

ERO found areas of concern in the service relating to:

- ensuring a risk assessment is completed as part of the safety checking of children's workers, after all other relevant information is obtained
- having evidence of a current Fire Evacuation Scheme approved by Fire and Emergency New Zealand
- ensuring that accident and incident records are analysed to identify hazards, and appropriate action is taken to ensure hazards are eliminated, isolated or minimised through a documented risk management system
- keeping records of all category iii medication given to children and acknowledgement from parents that this has been given.

Licensing Criteria for Early Childhood Education and Care Centres 2008; GMA7A, HS4, HS8, HS12, HS28.

9 Where to next for improvement?

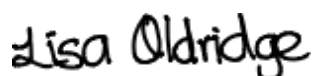
Kids Rock Early Learning Centre will include the following actions in its quality improvement planning:

- Further develop curriculum planning, assessment and evaluation practices to enable kaiako to evaluate the effectiveness of their planned teaching strategies in relation to the centre priorities and progress of learning for tamariki over time.
- Align the improvement processes of internal evaluation, professional growth cycles and the planning and assessment cycle to support teachers to know the impact of changes in their teaching practice on children's outcomes.
- Seek external support for service leadership to grow knowledge and capability across improvement practices and management, including knowledge to ensure compliance with regulatory requirements.

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

10 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 40%, NZ European/Pākehā 69%, Cook Island Māori 6%, Cambodian 6%, other ethnic groups 13%
Service roll	48
Review team on site	January 2025
Date of this report	23 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, September 2021; Education Review, June 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.