



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little Monkeys Learning Centre

Profile Number: 50113

Location: Palmerston North

1 ERO's judgement of Little Monkeys 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 Monkeys Learning Centre is one of four services in the Little Monkeys group. The owner has oversight of the organisational conditions, management and administration. The centre manager oversees the day-to-day running of the service. A new manager has been appointed since the previous ERO report.

Children learn in two aged-based rooms with separate outside areas. Most children who attend whakapapa Māori.

4 Progress since the previous ERO report

The service has addressed the non-compliances in the 2022 Akanuku | Assurance Review report. After being placed on a provisional licence, service leaders worked with the Ministry of Education and returned to a full licence in June 2023. At the time of this evaluation systems and processes are in place to maintain regulatory compliance.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a curriculum that is being developed to reflect the depth and breadth of *Te Whāriki*, the early childhood curriculum.

- Leaders and teachers have close relationships with children and their whānau. The perspectives of parents and whānau are regularly sought and these are starting to inform planning for the wider curriculum and individual children.
- Te ao Māori is beginning to be reflected in the curriculum, including use of te reo Māori, stories and places of significance to mana whenua and recognition of connections for tamariki Māori. Relevant cultural celebrations are undertaken, giving children opportunities to acknowledge the diverse cultures of their peers.
- Teachers effectively use a range of strategies to support children's growing social and emotional competence and oral language. They maintain a slow calm pace and are responsive to the interests and needs of children.

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

The service is establishing the conditions to support leaders and teachers to build their professional knowledge.

- A new professional growth cycle process is in the early stages of being implemented. Teachers reflect on aspects of their practice; however, they are not yet exploring how well changes to their teaching improve children's learning.
- There are regular opportunities for leaders and teachers to develop and share professional knowledge and cultural competence. This supports leadership to build wider knowledge of professional practice.
- The teaching team has taken steps to consider how the service values are implemented through their teaching. They are yet to unpack how the values align to the learning outcomes of *Te Whāriki*.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are establishing practices to develop leadership capability to support quality teaching and learning

- Leaders work collaboratively to enact the service's philosophy, values and priorities.
- Leaders advocate for children and whānau and create opportunities for them to share their views. They are beginning to seek cultural expertise from whānau and are considering how to include these perspectives in the curriculum.
- Expectations for teaching practice and documentation of learning are discussed at team meetings; however, variability is evident. There is no formal process for leaders to monitor and report on the quality of curriculum or assessment for children's learning.

Stewardship through effective governance and management | Te Whakaruruhau

Those in governance and leadership are beginning to consider how planning, policies, and practices can be aligned across the services in the group.

- A strategic vision and goals that encompass all services within Little Monkeys are not in place. Plans developed for each individual service are not yet formally monitored or evaluated to know how effectively they support positive outcomes for children.
- Reviews of policies and practices are not yet sufficiently robust to ensure consistency across the group while being fit-for-purpose in the context of each service. Internal evaluation is focussed more on what teachers and children are doing than how well teaching supports children's learning.
- Owners and leaders actively pursue ways to promote social justice and equitable access to education for children and their whānau. Networked relationships between their services, external agencies, and the wider community contribute to positive social and community outcomes.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Monkeys 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?

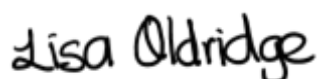
Little Monkeys Learning Centre will include the following actions in its quality improvement planning:

- Increase the visibility and use of te reo Māori in the enacted and documented curriculum and provide opportunities for children to explore and share their pepeha.
- Create and implement effective guidelines outlining a clear process for planning, assessment and evaluation of children's learning that meets the expectations of *Te Whāriki*.
- Develop and use systems for monitoring and reporting of the quality of teaching and learning across the services.

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)

30 April 2025

9 Information About the Service

| | |
|--|---|
| Service Type | Education and care service |
| Number licenced for | 30 children, including up to 12 aged under 2 |
| Percentage of qualified teachers | 80-99% |
| Ethnic composition <i>Using rounded percentages</i> | Māori 64%, NZ European/Pākehā 16%, Pacific 16%, other ethnic groups 20%. |
| Service roll | 25 |
| Review team on site | February 2025 |
| Date of this report | 30 April 2025 |
| Most recent ERO report (s) These are available at www.ero.govt.nz | Akanuku Assurance Review, November 2022; Akanuku Assurance Review, April 2021 |

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. |