



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Mini Me In-Home Childcare Service

Profile Number: 47608

Location: Browns Bay, Auckland

1 ERO's judgement of Mini Me In-Home Childcare Service 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

Mini Me In-Home Childcare Service is privately operated. A registered owner oversees governance and daily operations of the service with the support of two registered coordinators. The service's philosophy expresses that the curriculum is family-directed, using in-home and community settings to foster children's learning. The majority of children attending the service are of Chinese heritage.

4 Progress since the previous ERO report

ERO's 2021 Akanuku | Assurance review report identified two key next steps. There has been good progress made to build educators' understanding of *Te Whāriki*, the early childhood curriculum. Coordinators have provided targeted professional learning for educators to grow their knowledge and capabilities. *Te Whāriki* has been translated into educators' home language to support their increased understanding. Good progress has been made to increase opportunities for children to hear and speak te reo Māori in meaningful learning contexts. A focus of coordinators' visits to homes has been to observe educators' use of Māori words, and to provide bicultural resources for children and ongoing targeted support for educators.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service has embedded systems and processes for knowing about what is happening for children in relation to the intended learning outcomes of *Te Whāriki*.

- The owner and coordinators have established and maintained respectful partnerships with educators, children and their families. Their Chinese culture and language are highly valued, and coordinators use a range of communication strategies to support educators and families for whom English is an additional language.
- Children's developing oral language is well-supported by educators modelling and building on vocabulary in English and their home language. Coordinators support the use of te reo Māori through waiata and storytelling within homes.
- There is a useful process for documenting assessment of children's learning that aligns with *Te Whāriki*. Ongoing guidance from coordinators, including intentionally working alongside educators, helps them to notice, recognise and respond to children's learning.

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

Coordinators and educators have regular opportunities to build their professional knowledge and cultural competence to implement a responsive curriculum.

- The service has developed documented systems to clearly demonstrate the consistent support and guidance that coordinators provide for educators. This information shows the continued growth of educators and improvements to how they work with children.
- Coordinators inquire into aspects of their practice that are relevant to their role as part of their focus on making continued improvements. These inquiry processes are yet to include evidence of how they evaluate whether shifts in their practice have impacted on the learning of children or educators.
- An appraisal process, relevant to the educators' role is undertaken, and educators reflect on their practices. Coordinators can demonstrate how educators are being supported in their work with children over time.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Service leaders have embedded the conditions to enact the service's priorities for improvement.

- There is a focus on deepening the bicultural practices and knowledge of all those involved in the service. This continues to be an ongoing priority that is supporting the meaningful learning of adults and children.
- The service has a robust system of internal evaluation that is used well to make ongoing improvements. As part of this process, the monitoring and evaluation of shifts in coordinator and educator practices and how these changes impact on children's learning, is yet to be consistently or sufficiently documented.
- The owner ensures that coordinators and educators have access to meaningful professional learning that is relevant to their role. This has resulted in professional growth, increased knowledge and improved practices.

Stewardship through effective governance and management | Te Whakaruruhau

Systems and processes at this service which ensure accountability and ongoing improvement have been embedded.

- The owner has refined and embedded systems and processes to ensure operational systems are consistently and thoroughly implemented.
- Parents' aspirations are reflected in the service's identified priorities for children's learning, including a focus on supporting their wellbeing. Regular consultation with parents provides opportunities for them to provide feedback about and contribute to service operations.
- Governance has developed and maintained relational trust between all stakeholders that enables collaboration and continued improvement.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Mini Me In-Home Childcare Service 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?

Mini Me In-Home Childcare Service will include the following actions in its quality improvement planning:

- Continue to build coordinators' and educators' bicultural practices to support the learning of children within this home-based service.
- Leaders to improve how they monitor and document internal evaluation processes to clearly show shifts in educator and coordinator practices and how changes made have impacted on children's learning.

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

Lisa Oldridge
Director of Early Childhood Education (Acting)
21 May 2025

9 Information About the Service

Service Type	Home-based service
Number licenced for	80 children, including up to 80 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Chinese 90%, Chinese European 10%
Service roll	40
Review team on site	February 2025
Date of this report	21 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, February 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.