

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kids 1st Childcare and Learning Centre Ltd

Profile Number: 10425

Location: Waipu

1 ERO's judgement of Kids 1st Childcare and Learning Centre Ltd 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

Kids 1st Childcare and Learning Centre Ltd is a privately-owned and operated service, providing education and care in two age-defined rooms. The owner oversees the daily operations alongside a well-established team. The centre's philosophy emphasises the importance of children learning through responsive and reciprocal relationships with people and the world around them.

4 Progress since the previous ERO report

The 2021 ERO report highlighted two quality improvement actions: continuing to build teachers' shared understanding of assessment, planning, and evaluation processes; and reviewing the policy framework to ensure a sustainable review cycle is implemented.

The service has made good progress. Enhanced systems and guidance now support teachers in linking assessment documentation to children's learning outcomes. A sustainable review cycle has strengthened systems, ensuring that policies and procedures are fit for purpose through consultation with teachers and whānau.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Leaders are teachers are very knowledgeable about, and regularly report on, what is happening for children in relation to the outcomes of *Te Whāriki*, the early childhood curriculum.

- Robust assessment practices effectively capture children's interests, dispositions, prior knowledge, and emerging ideas. Teachers intentionally use the learning outcomes of *Te Whāriki*, applying responsive teaching strategies to actively support each child's progress.
- Teachers consistently engage in effective, learning-focused partnerships with parents and whānau. They value and respond to whānau aspirations for their child's learning, ensuring that the languages and cultures of each child are supported.
- Teachers use a range of strategies to support oral language, including using te reo Māori and New Zealand Sign Language. As a result, children are learning to express themselves and engage in sustained conversations with their peers and teachers.

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

Leaders and teachers work collaboratively to build their professional knowledge, expertise and cultural competence to design and implement a highly responsive and rich curriculum for all children.

- Leaders and teachers clearly articulate the process of reviewing and designing their local curriculum. Guidance and support from extended whānau and local iwi contribute to providing children with a rich, bicultural curriculum.
- Teachers regularly inquire into their practice, and through professional learning and research, continually build on their knowledge. New knowledge and expertise are shared within the teaching team, which supports the consistent implementation of a responsive curriculum.
- Leaders and teachers have a strong commitment to te reo Māori and tikanga Māori and consistently use these in all aspects of the service.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

A high level of relational trust enables collaboration, sustained improvement, and a sense of effectiveness and empowerment for staff, parents, whānau, and children.

- Leaders and teachers engage in deliberate, systematic internal evaluation, focusing on what matters most to their context and community of learners. There is a collaborative approach that involves perspectives from children and whānau.
- Leaders ensure that all teachers have access to meaningful professional learning aligned with service priorities.
- Teacher mentoring and coaching processes maintain a strong focus on outcomes for children. A current emphasis on enhancing documentation related to teachers' practice and potential leadership is in progress.

Stewardship through effective governance and management | Te Whakaruruhau

The wellbeing of children, their whānau, and the community is a primary consideration in resourcing and decision-making in the service.

- Children's learning and wellbeing are at the forefront of resourcing and decision-making. Equity for all children within the service is regularly monitored and results in children being supported in an inclusive learning environment.
- The service owner collaborates effectively with relevant local agencies to support broader educational outcomes for children and their whānau, enabling support and learning opportunities for all children.
- The owner has a strong commitment to the principles of Te Tiriti o Waitangi, which forms the foundation of the service's kaupapa (programme and purpose).

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kids 1st Childcare and Learning Centre Ltd 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?

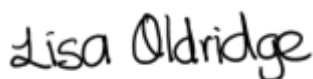
Kids 1st Childcare and Learning Centre Ltd has self-identified the following action in its quality improvement planning:

- Develop mentoring and coaching processes to enhance formal professional feedback that supports teachers' development.

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)

21 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 10 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 29%, NZ European/Pākehā 47%, Fijian 6%, Samoan 4%, other ethnic groups 14%.
Service roll	72
Review team on site	March 2025
Date of this report	21 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, July 2021; Education Review, September 2015

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.