

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kids Campus T.P.S. Childcare Society Inc

Profile Number: 40061

Location: Gate Pa, Tauranga

1 ERO's judgement of Kids Campus T.P.S. Childcare Society Inc 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

This is a community-owned service governed by a committee. An operational leader oversees daily operations. There have been changes in the leadership team since ERO's previous evaluation. The philosophy is based on whakamana (empowerment), kotahitanga (holistic development), whanaungatanga (role of families) and ngā hononga (relationships). The service values the principles of Te Tiriti o Waitangi and *Te Whāriki*, the early childhood curriculum.

4 Progress since the previous ERO report

ERO's 2021 report identified three improvement actions including growing the understanding of kaiako about ways to assess and respond to the learning of tamariki, improving organisational and governance conditions to support the learning and wellbeing of tamariki, and improving the knowledge of governance and kaiako about how to undertake an internal evaluation process that focuses on the learning of tamariki.

As a result of professional development, kaiako have made significant progress with how they respond to tamariki and plan, assess and support their learning. A new governance committee has made significant improvements to organisational conditions through implementing improvement goals that focus on how well tamariki are supported to learn at the service. Good progress has been made to implement a process of internal evaluation that supports positive outcomes for kaiako and tamariki.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Tamariki experience a localised curriculum that reflects Te Pūtiki Wharanui a Tamatea (the iwi graduate learner profile of Ngāti Ranginui) and the aspirations of local hāpu and marae.

- Māori ways of knowing, being and doing are embedded through intentional teaching strategies. These include modelling and repetition of te reo Māori, waiata and participation in tikanga Māori led by cultural expertise from mana whenua and kaiako.
- Purposeful learning environments immerse tamariki in te ao Māori through deliberate provision of Māori resources, pou, whakairo representing pūrakau and whakapapa, and inclusion of te reo Māori and whakatauki as part of assessment and planning records. Deeper evaluation is required to clearly demonstrate the impact of teaching strategies on the learning of tamariki and their progress over time.
- Positive learning experiences contribute to the independence and decision-making of tamariki. Their social and emotional competency is well-supported by kaiako.

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

Leaders and kaiako draw on their professional knowledge and cultural responsiveness to implement a bicultural curriculum very well.

- Māori dispositional learning is supported by the commitment of kaiako to provide a curriculum influenced by Māori ways of knowing, being and doing. There have been positive changes to kaiako practices, and for tamariki, due to the inclusion of te ao Māori strategies and resources as part of the curriculum.
- Kaiako have enhanced their bicultural practices to further support tamariki who are expressing waiata, haka and moteatea spontaneously in their play.
- Kaiako use a consistent professional growth cycle, supported by annual reports, that provides feedback on their teaching approaches and progress towards their individual goals. Kaiako inquiries into the effectiveness of their teaching practices link closely with service-wide internal evaluation processes, highlighting their contributions to localised curriculum experiences.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders use an embedded internal evaluation process to promote change and continued growth for kaiako and tamariki.

- A systematic process of internal evaluation is implemented that has a focus to improve teaching practices to positively impact on the learning of tamariki. This process does not yet clearly or consistently show how desired outcomes for tamariki are being monitored and documented.
- The ongoing communication and collaboration between governance and leaders promotes progress and continued improvement for kaiako, tamariki and whānau. The wellbeing of the teaching team is well-considered.
- Leaders recognise Te Tiriti o Waitangi as a foundational document. The service provides regular opportunities for whānau Māori to share their views and perspectives.

Stewardship through effective governance and management | Te Whakaruruhau

Governance is actively involved in the service through consistent oversight of policy review and implementation and is well-informed of daily operations.

- A strong partnership between governance, leaders and kaiako is highly evident. There is a shared focus on actively working together to achieve equity for all tamariki and whānau.
- Governance is involved in all aspects of the service, contributing to a positive working environment. Progress is being made towards strategic and improvement goals.
- Consistent relationships with mana whenua are maintained, reflecting the principles of Te Tiriti o Waitangi. Tamariki, whānau and the local community are at the heart of decision-making.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kids Campus T.P.S. Childcare Society Inc 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?

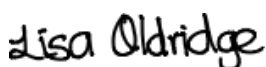
Kids Campus T.P.S. Childcare Society Inc will include the following actions in its quality improvement planning:

- Improve the monitoring and evaluation of improvements made to demonstrate the impact of these changes on desired outcomes for tamariki.
- Refine the localised curriculum and the practices of kaiako to increasingly reflect the intent of Te Pūtiki Wharanui a Tamatea and the aspirations of local hāpu and marae.

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	40 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 77%, Tongan 8%, Cook Islands 6%, Indian 6%, Niuean 3%, other ethnic groups 3%
Service roll	40
Review team on site	February 2025
Date of this report	23 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, May 2021; Education Review, February 2016

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.