



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Magic Kingdom Childcare

Profile Number: 45976

Location: Blockhouse Bay, Auckland

1 ERO's judgement of Magic Kingdom Childcare 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

Magic Kingdom Childcare is one of four early childhood services within the Chrysalis Group. Two directors, a curriculum manager, and an operations manager provide governance and stewardship for the services. The Gaia (Earth) based education philosophy aims to deliver environments, values, teaching and learning that support outcomes for children. Each of the four services has its own philosophy, reflecting its individual values, curriculum, and community.

At Magic Kingdom Childcare, children play and learn in three age-based rooms. A centre manager leads a team of room leaders and teachers. The service philosophy highlights independence, problem-solving, risk-taking, decision-making, and determination.

## 4 Progress since the previous ERO report

The 2022 ERO report identified three improvement actions relating to individual planning, use of te reo me ngā tikanga Māori, and monitoring of performance management systems. Good progress has been made in the first two improvement actions. An embedded individual planning process considers parents' aspirations and how teachers will extend children's learning to show their progress over time. Children have many opportunities to hear te reo Māori. While performance management processes have been established, monitoring and understanding of how these contribute to teachers' learning and growth remain limited.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Children experience a daily curriculum that clearly reflects the centre's priorities for learning and promotes their well-being and development.

- Centre priorities for children's learning are well-embedded across the centre. Useful teaching strategies in the enacted curriculum respond to children's needs, supporting their developing independence, problem-solving, and risk-taking.
- Learning-focused partnerships are well-established and are intentionally considered in planning. A range of assessment styles is in place to document children's progress over time; however, the variability in assessment practice reflects the range of capability and experience within the teaching team.
- Children and teachers are immersed in play and learning together, with the youngest learners having time and space to engage in inquiry and exploration. It is less clear how the planned curriculum for older children supports their sense of agency and reflects *Te Whāriki*, the early childhood curriculum.

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

Teachers are becoming increasingly intentional in how they work collaboratively to design and implement a curriculum that is responsive to individual learners and their cultural identity.

- Teachers continue to build their professional knowledge. Centre leaders identify and foster leadership opportunities, increasing teachers' confidence in their own professional capability.
- Established planning processes are well understood by teachers and, as part of their practice, they incorporate intentional strategies; however, these are not clearly documented in the planning process. Further work is needed to identify useful and specific intentional teaching strategies that respond to and progress children's learning, aligned to the centre's priorities and the learning outcomes from *Te Whāriki*.
- Teachers work collaboratively, drawing on their own and others' cultural knowledge to support learning, curriculum events, and celebrations. They incorporate both te reo Māori and children's home languages through a range of practices.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders across the group have established strong relational trust by modelling and promoting a focus on building capability in improvement practices.

- Senior Chrysalis Group leaders and service leaders implement a differentiated approach to foster growth in teachers' professional knowledge. They offer a range of learning opportunities, drawing on both internal and external expertise.
- Leaders monitor and review improvement practices, including internal evaluation, strategic planning at service level, and teachers' professional growth cycles. These processes involve a range of inquiry, review, and reflection; however, they have not been fully evaluated to clarify the impact of changes in practice on outcomes for learners.
- The centre manager is establishing a shared leadership model that promotes a collegial approach to teaching and learning. She considers teacher and child wellbeing in her decision-making.

Those responsible for governance across the Chrysalis Group create positive conditions to identify and nurture future leaders, supporting continuity and succession planning across their services.

- Governance and the senior leadership team empower centre managers and their teams to make decisions that support their learners and communities. This helps promote the individual identity of each service, while aligning with the overarching Gaia (Earth) philosophy.
- An overarching strategic plan guides those in governance to make decisions based on the wellbeing of children, their families, and teachers. The alignment between this strategic plan and the outcomes of improvement practices at the service level is not sufficiently clear to enable governance to fully understand the impact and quality of interventions at their level.
- Cohesive policies and practices are well-established by governance and senior leaders to enable service leaders to be autonomous in their centre operations. However, some variability exists across the services in how these policies and practices are understood and implemented.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Magic Kingdom Childcare 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?

Magic Kingdom Childcare will include the following actions in its quality improvement planning:

- Improve teachers' understanding of how to identify intentional teaching strategies within the individual planning framework that will progress children's learning and support the agreed learning priorities over time.
- Refine the curriculum for older children to align with *Te Whāriki*, and current theory and practice, to support successful transitions to school.

For those responsible for governance to:

- Refine monitoring and evaluative reporting systems to ensure decisions at this level take account of the quality of curriculum provision and improvement practices at each service.
- Identify key strategic priorities and plans at group level to align and advance these alongside service-level strategic priorities.
- Define roles and responsibilities for developing capability across the services in conducting and using evaluation to support a range of improvement practices.

**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)

7 May 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	60 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 9%, NZ European/Pākehā 17%, Chinese 28%, Indian 15%, Fijian 3%, other ethnic groups 28%
Service roll	59
Review team on site	February 2025
Date of this report	7 May 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, May 2022; Education Review, December 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)*.

	<b>Above the threshold for quality</b>
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.
	<b>Below the threshold for quality</b>
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.