

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kidz World Rutland St

Profile Number: 40316

Location: Rotorua

1 ERO's judgement of Kidz World Rutland St 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

Kidz World – Rutland St is one of three privately-owned services, governed and managed by the owner/director. A management team supports the director and oversees the centres. Children play and learn in two areas. The overarching vision of the organisation is to enhance children's growth and learning experiences through the development and practice of the art and science of teaching.

4 Progress since the previous ERO report

The 2021 ERO report identified three quality improvement actions in relation to: embedding strategies to ensure that the language, culture and identity of all children within the service are more visible in the daily curriculum; developing culturally responsive practices so that learning and organisational conditions include and respond to the voices and aspirations of families and whānau; and continuing to develop processes that build the capability of teachers to understand and use collaborative inquiry to drive continual improvement. The service has made good progress in all three areas. Greetings, cultural events and simple phrases in home languages are documented in photo captions. Parents share their aspirations with teachers, and these are included in teaching to support children's cultural identities. Teachers reflect on their teaching practice and its impact on children's learning. Teachers' reflections are included in centre wide evaluations which contribute to ongoing improvement.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a responsive curriculum that effectively reflects the centre's relationship-based philosophy.

- Well-resourced learning environments support children to learn and develop their knowledge, skills, and dispositions. Teaching practices include modelling, that support older children's thinking and the developing interests of infants and toddlers.
- Teachers respond well to children who need additional support through intentional planning and teaching strategies that support their progress.
- Positive relationships with whānau are supported through daily conversations and online communication systems. Parent voice is not well documented to guide curriculum decisions regarding individual children's learning plans.

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

Teachers are well supported by leaders in continuing to build their professional knowledge about how to design a curriculum that is responsive to children.

- Teachers regularly reflect on their practice, drawing on theories of learning. An embedded professional growth cycle is leading to improvements in teacher practice.
- Leaders support teachers' access to professional learning and engage in collegial discussion that challenge established beliefs and practices. Leaders are supporting the team to develop a shared understanding of how to design and enact a curriculum that is inclusive for all children and incorporate the cultures, values and histories of the local community.
- Intentional teaching practices are not yet documented in learning plans or evaluated against learning outcomes to determine whether they are making a difference in individual children's learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders have embedded the conditions to develop leadership capability and foster collaboration and improvement at all levels of the organisation.

- Relational trust is well established by leaders across the organisation. They model and promote a focus on building teachers' professional capabilities.
- Regular leadership meetings convey information from the service level to organisational leaders, helping to monitor the implementation of improvement priorities.
- Leaders and teachers are developing a shared understanding of using evaluation for improvement, including in relation to the learning outcomes of *Te Whāriki*. However, they have not fully documented and evaluated the impact of the changes made for individual children and groups.

Stewardship through effective governance and management | Te Whakaruruhau

Governance provides suitable conditions that promote well-being for teachers, children, and their whānau, aligning with their overarching vision.

- Long-serving kaiako and the recruitment of teachers who reflect the cultures of the community support a secure sense of belonging for children and whānau. Above-required teacher-child ratios, well-resourced environments, and targeted equity measures promote quality provision.
- Governance implements professional induction and ongoing mentoring to ensure teachers are developing an understanding of *Te Whāriki*, particularly those who are inexperienced or new to teaching in New Zealand.
- Governance and management are well informed about progress toward strategic priorities at each service through effective communication systems. While whānau feedback supports each centre in responding to its families' learning priorities, parent aspirations have yet to significantly influence the organisation's philosophy or strategic goals.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kidz World Rutland St 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?

Kidz World Rutland St will include the following actions in its quality improvement planning:

- Identify and plan intentional teaching strategies to extend individual children's learning and evaluate their effectiveness to demonstrate learning progress over time.
- Document, respond to, and evaluate parents' goals for their children to strengthen learning-focused partnerships.
- Develop a local curriculum in partnership with parents, whānau, kaiako, and the wider community to incorporate the cultures, values and histories that make up the centre's learning community.

Kidz World governance will include the following in its Quality Improvement Planning:

- Improve internal evaluation to better track the impact of changes on the learning outcomes of individual children and groups, to assess the effectiveness of strategic decisions.

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)

8 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	72 children, including up to 16 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 27, NZ European/Pākehā 18%, Fijian 7% Cook Island 3%, Indian 25%, Filipino 20%
Service roll	59
Review team on site	March, 2025
Date of this report	8 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, June 2021; Education Review, May 2018

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.