



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kidz World - Maisey Place

Profile Number: 40204

Location: Rotorua

1 ERO's judgement of Kidz World - Maisey Place 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 - Maisey Place 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 three 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 2022 ERO report identified three improvement actions in relation to: continuing to develop newly implemented assessment practices to include dispositions, working theories, and learning outcomes as described in *Te Whāriki*, the early childhood curriculum; ensuring information documented about children's learning reflects the culture, language and identity of each child; and growing the local curriculum through learning and teaching the pūrākau and histories of local iwi in consultation with whānau Māori. Good progress has been made in two of these areas. Children's assessments reflect their dispositions, skills, and valued learning outcomes. Their cultures and languages are visible in their learning stories. Limited progress has been made in developing a local curriculum. Leaders identify this as a future area for growth.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children have regular opportunities to make choices about their play and learning as part of the daily curriculum.

- Children learn in an environment that supports their social competence and independence through sustained play opportunities alongside others. Intentional teaching practices extend older children's thinking and help younger children enhance their communication skills.
- There is currently some integration and reflection of te ao Māori and of other cultures in the environment. Teachers respond well to children who need additional support through intentional planning and teaching strategies that support their progress.
- Positive relationships with whānau are evident and include regular sharing of children's progress and learning. 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

Leaders have established effective conditions, systems and processes that support ongoing improvement.

- Teachers and leaders actively engage in professional learning both individually and with colleagues. Effective systems promote knowledge-sharing, supporting the ongoing growth of the teaching team.
- A professional growth cycle supports teacher practice. Teachers articulate changes they have made to improve their provision for learners.
- 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 - Maisey Place 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 Areas of Concern

ERO found an area of concern in the service relating to:

- Ensure accurate recording of the dates that safety checking is required so that every children's worker is safety checked every three years.

Licensing Criteria for Early Childhood Education and Care Centres 2008, GMA7A

9 Where to next for improvement?

Kidz World - Maisey Place 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.

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

10 Information About the Service

Service Type	Education and care service
Number licenced for	90 children, including up to 40 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 25%, NZ European/Pākehā 42%, Filipino 15%, India 13%, Samoan 1%, other ethnic groups 15%
Service roll	60
Review team on site	February, 2025
Date of this report	8 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, September 2022; Education Review, October 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.