



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Red Kite Preschool Mt Albert

Profile Number: 10267

Location: Mount Albert, Auckland

1 ERO's judgement of Red Kite Preschool Mt Albert 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 the above domains.

3 About the Service

Red Kite Preschool, previously known as Jump Start Kids, underwent a change of ownership in 2022. Co-owners undertake the roles of centre manager and administrator and provide support and guidance to the teaching team. The philosophy values respect, building relationships and supporting children to build their self-confidence. The roll is diverse and reflects the local community. The new owners have been focussed on upgrading facilities and building the sustainability of the service.

4 Progress since the previous ERO report

The 2020 Akanuku | Assurance Review report identified areas of non-compliance relating to premises and facilities. The new owners have been supported by the Ministry of Education to address these issues. There are no areas of concern identified in this report.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teaching practices provide opportunities for child-initiated play which promotes a sense of belonging and develops social competence.

- Children are confident and comfortable to explore their environment at their own pace.
- Children experience an environment where warm, nurturing relationships are promoted.
- The service's curriculum and teaching practices are beginning to reflect aspects of responsiveness to diverse cultures with some teachers speaking the home language of children and cultural events celebrated in the service. Leaders have identified the need to strengthen the depth of understanding across the team of how individual children's languages and cultures are responded to.

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

Service leaders are taking steps to improve their professional knowledge of curriculum, teaching practice and assessment for learning.

- There are opportunities for teachers to engage in relevant professional learning and development. They are yet to know the effectiveness of this new learning on teaching practices to inform change and know the impact on learners.
- A newly developed professional growth cycle is being implemented to support teachers' knowledge and build their capability.
- External support is beginning to provide mentoring for the team alongside the centre manager. This has yet to be fully implemented.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Service leaders are beginning to take steps to support quality outcomes for children.

- Leaders have engaged external expertise to develop and build their own and teachers' understanding of providing a quality curriculum for all children.
- A system of internal evaluation is in place. Leaders have identified this as an area for further development to grow their understanding of the purpose and use of effective internal evaluation.
- Leaders and teachers are building relational trust to foster collaboration, collective responsibility and improvement.

Stewardship through effective governance and management | Te Whakaruruhau

Service leaders are at an early stage of establishing planning and priorities for improvement. Leaders have yet to develop the strategic direction of the service that supports a clear vision, values, intentions and learning priorities for children.

- Leaders and teachers support children's learning and development by collaboration with relevant external agencies and organisations.
- Leaders are taking steps to consider children's learning and wellbeing in resourcing and decision making

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Red Kite Preschool Mt Albert 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?

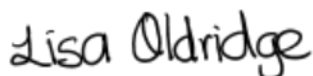
Red Kite Preschool Mt Albert will include the following actions in its quality improvement planning:

- In consultation with parents and whānau, develop and implement the strategic direction for the service to include valued learning priorities and inform service practices.
- Fully implement the newly established professional growth cycle providing critical feedback and mentoring support to build the capability of teachers to provide a rich curriculum for children.

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)

13 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	90 children, including up to 20 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 5%; NZ European/Pākehā 20%; Indian 24%; Bangladeshi 8%; Somali 8%; Chinese 6%; Samoan 5%; Sri Lankan 5%; Filipino 5%; South African 5%; other ethnic groups 14%.
Service roll	66
Review team on site	November 2024
Date of this report	13 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, February 2020; Education Review, February 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.