



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little Monkeys At Home

Profile Number: 47325

Location: Palmerston North

1 ERO's judgement of Little Monkeys At Home 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

Little Monkeys At Home is one of four services in the Little Monkeys group. The owners and one qualified visiting teacher support educators and nannies across two homebased networks. All educators and nannies have completed a relevant qualification.

As part of this evaluation, ERO visited a sample of educators' homes in Palmerston North.

4 Progress since the previous ERO report

The service has addressed the non-compliances in the 2022 Akanuku | Assurance Review report. After being placed on a provisional licence, service leaders worked with the Ministry of Education and returned to a full licence in August 2023. At the time of this evaluation systems and processes are in place to maintain regulatory compliance.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children's interests are supported through a wide range of age-appropriate excursions and experiences inside and outside the home.

- Well-resourced environments promote children's participation in a variety of activities. Regular home visits from qualified visiting teachers support educator practice.
- Children's learning stories describe their participation in the programme. Assessment is not yet showing their learning and progress over time or consistently reflecting their cultures, languages and identity.
- Established relationships enable parents and whānau to share information about their child with educators. This information is not regularly documented or used to inform individual and group planning.

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

Leaders and the visiting teacher are taking steps to improve their knowledge to design the service curriculum.

- A new professional growth cycle process is in the early stages of being implemented with the visiting teacher and educators. A full cycle has not yet been completed.
- Leaders, the visiting teacher and educators have opportunities to participate in regular professional learning and development that cover a wide range of topics. The impact of this on outcomes for children is yet to be measured.
- Guiding documents and frameworks for several areas of the programme are not yet established.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service is not yet providing effective conditions to develop leadership capability to enable quality teaching and curriculum.

- Policies and procedures are not developed to support leaders and visiting teachers to implement and monitor the quality of a curriculum consistent with *Te Whāriki*, the early childhood curriculum. As a result, planning and priorities for improvement are not well informed.
- Parents and whānau do not have regular or consistent opportunities to contribute to the service philosophy. The service is operating within a philosophy developed 2018 which has not been revisited with whānau.
- A collaborative leadership approach effectively supports relational trust across the service. Regular meetings provide opportunities for leaders and staff to discuss all aspects of the programme and educators value the responsive approach of visiting teachers and the wider Little Monkeys group.

Stewardship through effective governance and management | Te Whakaruruhau

Those in governance and leadership are beginning to consider how planning, policies, and practices can be aligned across the services in the group.

- A strategic vision and goals that encompass all services within Little Monkeys are not in place. Plans developed for each individual service are not yet formally monitored or evaluated to know how effectively they support positive outcomes for children.
- Reviews of policies and practices are not yet sufficiently robust to ensure consistency across the group while being fit-for-purpose in the context of each service. Internal evaluation is focussed more on what teachers and children are doing than how well teaching supports children's learning.
- Owners and leaders actively pursue ways to promote social justice and equitable access to education for children and their whānau. Networked relationships between their services, external agencies, and the wider community contribute to positive social and community outcomes.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Monkeys At Home 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?

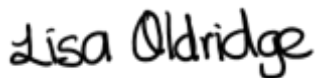
Little Monkeys At Home will include the following actions in its quality improvement planning:

- Intentionally seek and use parent and whānau goals for their children's learning to inform curriculum planning and assessment for individual and groups of children.
- Create and implement effective guidelines outlining a clear process for planning, assessment and evaluation of children's learning that meets the expectations of *Te Whāriki*.
- Develop and use systems for monitoring and reporting on the quality of teaching and learning across the services.

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)

30 April 2025

9 Information About the Service

Service Type	Home-based service
Number licenced for	50 children, including up to 50 aged under 2
Ethnic composition <i>Using rounded percentages</i>	Māori 43%, NZ European/Pākehā 53%, other ethnic groups 4%
Service roll	23
Review team on site	February 2025
Date of this report	30 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, November 2022; Education Review, May 2019

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.