

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little Pearls Educare Centre – Mt Roskill

Profile Number: 47407

Location: Mount Roskill, Auckland

1 ERO’s judgement of Little Pearls Educare Centre – Mt Roskill 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 Pearls Educare Centre – Mt Roskill is one of two community-based services under the same governance. The centre is part of a non-profit organisation that works to celebrate diversity and support integration between cultures in New Zealand. The foundation's advisory group supports Little Pearls' current and on-going projects and provides feedback about the centre.

The philosophy of the centre highlights providing a calm, loving environment within a 'home-from-home', respectful, supportive relationships and strong partnerships with families.

The director and centre manager are responsible for the management of the multicultural learning centre. Children enrolled in this service come from culturally diverse backgrounds. Many children have English as an additional language. Children are grouped by age across three separate rooms.

4 Progress since the previous ERO report

The 2021 Akanuku | Assurance Review report was the service's first ERO report. It identified two non-compliances with licensing criteria which have now been fully addressed. Changed practice is evident through the leaders and teachers systematic and thorough approach to record keeping.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The curriculum provides equitable learning opportunities for all children, ensuring inclusivity and responsiveness to diversity.

- Children's preferred ways of learning and additional needs are identified through effective assessment practices that demonstrate learning progress over time. Teachers work very well with external agencies to identify and remove barriers for children with diverse learning needs.
- Teachers respond well to children's growing interests and choices about their play. They promote learning and exploration through resources and give regular opportunities for children to revisit learning experiences.
- Parents and whānau take numerous opportunities to share their home languages, cultures and goals for their children's learning. Teachers use this information well within curriculum design and implementation and make changes in response to parents feedback.

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

Leaders and teachers work collaboratively to enhance their professional knowledge, expertise and cultural competence to provide a rich and responsive curriculum for all children.

- Leaders and teachers engage in and implement professional learning that aligns with professional growth goals and service improvement priorities. They seek and share new learning with each other.
- The teaching team purposefully reflect on their practice to adapt their teaching and the environment to better support individual needs and preferences. They regularly monitor the impact on children's learning of professional development and resulting changes to teaching practice.
- Collective understanding of relevant current research, theories and *Te Whāriki*, the early childhood curriculum, informs teachers' practice and sustains continuous improvement.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders actively maintain conditions that enable a high level of collaboration and relational trust to promote ongoing improvements and equitable outcomes for their learners.

- Leaders ensure sufficient time and resources are provided for teachers and leaders to engage in ongoing communication. There is a shared understanding of practices that promote equitable outcomes for their learners.
- A long-standing leadership and teaching team demonstrate a positive working environment. Wellbeing for children and staff is supported through mana-enhancing interactions and relationships.
- Robust systems of evaluation are in place that continue to show changes, improvements and positive outcomes for children. Teachers and leaders can explain how actions taken by them are impacting on specific groups of children, however this is not consistently evident in evaluation documentation.

Stewardship through effective governance and management | Te Whakaruruhau

Centre leaders consistently prioritise children's learning and wellbeing within strategic planning and decision making to sustain high-quality education provision over time.

- Leaders advocate for children, staff, families and the wider community. Policies and procedures are regularly reviewed based on principles of equity and social justice.
- Effective monitoring and evaluation of curriculum and operational systems enables leaders to self-identify priorities for improvement. Currently, they are planning to further strengthen bicultural practices and increase opportunities for children to use te reo Māori in meaningful learning contexts.
- Leaders refine and implement practices to effectively enable recruitment, retention and induction of staff. Innovative approaches and initiatives reflect a genuine commitment to valuing and supporting their staff.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Pearls Educare Centre – Mt Roskill 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?

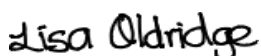
Little Pearls Educare Centre – Mt Roskill will include the following actions in its quality improvement planning:

- Deepen internal evaluation processes to consistently show what is working well, or not, and for which individuals and groups of 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)

1 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	65 children, including up to 18 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 4%, NZ European/Pākehā 25%, Samoan 6%, Fijian 2%, Chinese 36%, Indian 23%, other ethnic groups 29%.
Service roll	64
Review team on site	November 2024
Date of this report	1 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, January 2021

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.