



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: WonderKids Childcare & Preschool

Profile Number: 46005

Location: East Tamaki, Auckland

1 ERO's judgement of WonderKids Childcare & Preschool 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

WonderKids Childcare & Preschool is governed and managed by a qualified centre owner/director with support from a centre manager. Children attending the centre are from diverse ethnic backgrounds. The centre's philosophy is based on *Te Whāriki*, the early childhood curriculum, and prioritises the four principles of empowerment, holistic development, family and community, and relationships.

4 Progress since the previous ERO report

ERO's 2021 Akarangi | Quality Evaluation identified two areas for improvement. These were to evaluate the effectiveness of how assessment and planning information is being used to identify what was and what was not working for groups of children, and to strengthen internal evaluation to demonstrate how equitable outcomes were being promoted.

Good progress has been made in both these areas. Internal evaluation documentation now shows planned actions for different groups of children. External expertise has been sought to improve assessment practices.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service's curriculum reflects the breadth of *Te Whāriki*, and relationships are well embedded with children, their parents, whānau and families.

- Kaiako are respectful and responsive in their interactions with children promoting a calm, play-based, learning environment. They use a broad range of intentional teaching strategies that enhance children's learning.
- Transition processes into the centre are well managed by kaiako. They make connections with children and families using children's home languages that supports a sense of belonging.
- Children have time and space to make choices, interact with, and include their peers in their play and learning. Documentation is yet to show the effectiveness of planning and teaching strategies in relation to children's learning overtime.

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

Leaders and kaiako are taking steps to build their knowledge and understanding in providing a quality curriculum.

- Kaiako access mentoring and reflect upon aspects of their practice and how they support children's learning. They are yet to show how shifts in their teaching practice have impacted on outcomes for learners.
- Kaiako engage in relevant professional learning opportunities and share their learning with each other. Documentation is not yet explicit about the impact of changes made in relation to outcomes for children.
- Kaiako and leaders are collaboratively growing their proficiency and competence in te reo Māori and tikanga Māori. Some aspects are reflected the curriculum.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work with kaiako to design and implement a culturally responsive curriculum at the centre within a well-embedded environment of team trust.

- Leaders and kaiako actively seek the cultural expertise of parents and whānau, and incorporate their ideas in cultural events, celebrations, and into the development of the centre whakapapa/pepeha.
- Internal evaluation is a collaborative and reflective process. Some aspects are not well understood which limits its effectiveness.
- Mentoring processes are in place to grow leadership. Leaders are supportive but are not yet providing constructive feedforward and feedback to support professional growth.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing are the primary considerations in decision-making.

- Service leaders allocate resources that support kaiako to enact the centre's vision, aligned to its philosophy and priorities for learning.
- The service's strategic priorities place children and whānau, the provision of an inclusive quality curriculum, a well-informed teaching team and strong leadership at the centre of its operations. Leaders can clearly articulate progress made for groups of children in relation to these priorities.
- Children with additional learning needs are well-supported. The service provides additional resourcing, and kaiako engage with families and external agencies to remove barriers to enable access to the curriculum.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of WonderKids Childcare & Preschool 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?

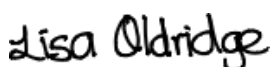
WonderKids Childcare & Preschool will include the following actions in its quality improvement planning:

- Clearly show children's learning progress over time in assessment documentation.
- Use measurable indicators of success in all stages of the internal evaluation process to know the extent to which changes made have improved outcomes for 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)

14 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, including up to 5 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 7%; NZ European/Pākehā 11%; Chinese 31%; Indian 18%; Samoan 11%; Fijian 7%; Southeast Asian 7%; Middle Eastern 4%; other European 4%; other ethnic groups 4%.
Service roll	28
Review team on site	March 2025
Date of this report	14 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, November 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.