

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kidz World – Brent Road

Profile Number: 40296

Location: Rotorua

1 ERO’s judgement of Kidz World – Brent Road 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 - Brent Road 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 two 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 key next steps in relation to: strengthening assessment, planning, and evaluation with a focus on valued learning outcomes for children; increasing the range of opportunities children and their families have to share aspects of their culture with others in the service; and continuing to develop the local curriculum to reflect the things that are important to children and their families, to kaiako and the wider community. Good progress has been made in all three areas.

Group planning tracks a wide range of curriculum experiences, related teaching strategies, and learning outcomes from *Te Whāriki*, the early childhood curriculum. Individual assessments consistently reflect the valued dispositions and skills children are developing. Within the daily curriculum, children regularly hear basic te reo Māori and the home languages of Indian children, well supported by a multicultural teaching team. Parents have regular opportunities to share home information about their children. Wall displays, pēpeha and resourcing reflect biculturalism. Community connections have been reestablished with nearby schools and the local library, which positively support children's emergent literacy and their transitions to school.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a child-led, play-based curriculum, underpinned by intentional teaching strategies that reflect the breadth of *Te Whāriki*.

- Infants benefit from teachers' sensitive responses to their individual routines and learning needs. Toddlers have ongoing opportunities to make their own decisions, and to engage in a wide variety of open-ended play and sensory activities.
- Children who need additional support have individual plans in place with intentional teaching strategies supporting their development of positive behaviours, with some informal sharing of these strategies with parents. Older children's oral language, emergent literacy, numeracy, independence, and creativity are well supported by responsive teacher practices and the use of carefully resourced learning environments.
- Transitions in and through the service are well supported by positive relationships between children, families, teachers and leaders.

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

Systems for professional growth are well positioned to support teachers in growing their knowledge and capability to design a responsive curriculum for children.

- Leaders and teachers have regular opportunities to be mentored by leadership and management to grow their professional knowledge. Teachers' use of evaluation for improvement has supported changes in curriculum delivery to foster essential skills and early literacy and numeracy understanding in young children.
- Critical reflections on new knowledge have a positive impact on the curriculum in action. However, the impact of teachers' new knowledge on children's learning outcomes has yet to be consistently documented.
- Teachers take personal responsibility for their own learning. Teachers are continuing to build their cultural competence to respond to tamariki Māori and children of diverse cultures.

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.

Governance provides suitable conditions that promote well-being for teachers, children, and their whānau, aligning with their overarching vision.

- Long serving teachers 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 – Brent Road 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?

Kidz World – Brent Road 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.
- Improve cycles of professional growth to ensure teachers’ critical reflections on new knowledge and teaching strategies include the impact of these on children’s learning outcomes.

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

9 Information About the Service

Service Type	Education and care service
Number licenced for	43 children, including up to 18 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 75%, NZ European/Pākehā 9%, Fijian 4%, other ethnic groups 12%
Service roll	25
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	Akanuku Assurance Review, June 2022; Education Review, June 2020

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.