



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Moa Kids Community Early Learning Centre Inc

Profile Number: 70459

Location: Redcliffs, Christchurch

1 ERO's judgement of Moa Kids Community Early Learning Centre Inc 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

Moa Kids Community Early Learning Centre Inc is governed by a parent committee. A centre manager oversees daily operations supported by two head teachers and long-serving teachers. Children play and learn in two age-based areas with separate indoor and outdoor spaces. The philosophy is based on four core values – Manaakitanga/Respect, Whanaungatanga/Community, Kaitiakitanga/Sustainability and Kotahitanga/Communication.

4 Progress since the previous ERO report

Leaders and teachers have made significant progress in addressing the improvement actions in ERO's 2021 Akarangi | Quality Evaluation report. These were to strengthen evidence of children's languages and cultures in assessment documentation and continue to strengthen internal evaluation processes to better know what is and is not working for children in relation to the learning outcomes in *Te Whāriki*, the early childhood curriculum.

A strategic approach to these improvement actions included the use of evaluation to make visible children's cultural identities in their assessment documentation. Curriculum systems and practices have been refined and evaluated, to better determine what is and what is not working for each child to support their learning.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers are highly intentional in supporting children to play and learn through a rich and responsive curriculum that reflects whānau and community priorities for learning.

- Perspectives of children, whānau, and community are highly valued and contribute to a stimulating curriculum that reflects the breadth of *Te Whāriki*. Teachers form and maintain highly responsive relationships with children and use a wide range of effective intentional teaching strategies that promote children's learning very well.
- The individual learning needs and interests of children of all ages are successfully provided for within a well-considered curriculum that clearly reflects the learning outcomes of *Te Whāriki*.
- Infants, toddlers, and older children's oral language and vocabulary is purposefully extended through engaging conversations between children and teachers. Children are very well supported to extend their language, early literacy and mathematical knowledge and skills.

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

Leaders and teachers have sustained and continue to build their professional knowledge to design and implement a highly responsive curriculum.

- Leaders use effective systems that provide clear feedback to teachers about their teaching practice. This results in increased knowledge, changes to intentional teaching practice and improved outcomes for learners.
- Internal evaluation information is clearly linked to the service's purpose, core values and strategic vision, and evaluation contributes to improvement. Ongoing monitoring over time is yet to determine the impact of changes made and for which groups of children.
- Teachers build their professional knowledge and capability using tools and teacher resources that support reflection, research and inquiry. These tools and resources have yet to be evaluated for their effectiveness.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders collaboratively model and expect professional accountability that effectively builds and supports teacher practice and improves children's learning outcomes.

- A cohesive, shared leadership approach effectively supports and encourages all teachers to grow professionally and promotes collaborative contributions to decision-making.
- Leaders develop high levels of relational trust with teachers which results in a positive team culture that supports retention of staff over time. They model and expect professional accountability, by overseeing a comprehensive induction and professional growth cycle programme for teachers.
- Teachers receive regular coaching and mentoring that is both formal and informal, to build their capability and sustain ongoing improvement. As a result, teachers make changes to their teaching practice that impact positively on children's learning.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing in the context of their families, is the primary consideration that informs governance decision-making and the allocation of resources.

- Effective governance systems include a systematic induction process and clear guidance and expectations of professional practice. Review and evaluation information is used to determine the service's strategic direction and to ensure progression of the community's vision for children's learning is at the heart of decision-making.
- Governance actively seeks ways to ensure the learning and wellbeing for all children and their whānau are the key priorities.
- Well-developed and effectively implemented systems, policies and processes are consistently monitored and provide governance with the assurance that regulatory requirements are being sustained and monitored.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Moa Kids Community Early Learning Centre Inc 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?

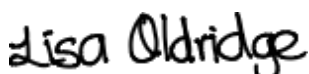
Moa Kids Community Early Learning Centre Inc will include the following action in its quality improvement planning:

- For leaders and teachers to evaluate the effectiveness of systems that support improved teaching practices. This includes intentionally considering and recording the impact of improvements made, on the learning and progress of individual and groups of children over time.

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)

5 June 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 10 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 11%; NZ European/Pākehā 68%, Chinese 3%, other ethnic groups 18%
Service roll	71
Review team on site	May 2025
Date of this report	5 June 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, December 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.