



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kowhai Kids Early Learning Centre

Profile Number: 45230

Location: Albany, Auckland

1 ERO's judgement of Kowhai Kids Early Learning Centre 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
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## 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

Kowhai Kids Early Learning Centre is privately owned. The daily operations and management are overseen by a centre manager. The owner supports the manager through governance, and there is a team of three head teachers who oversee the curriculum. A diverse teaching team reflects the cultural backgrounds of the children and the community. The centre philosophy prioritises relationships, exploration, and respect.

## 4 Progress since the previous ERO report

The 2021 ERO Akanuku | Assurance review identified one key next step. This was to continue to develop the service's local curriculum using its valued learning outcomes and relevant theories of practice, such as those documented in *Te Whāriki*, the early childhood curriculum.

While some actions have been implemented, there has not been a systematic approach to planning or monitoring progress toward the key next step. Consequently, progress has been limited.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Teachers have yet to consistently use the learning outcomes from *Te Whāriki* in children's assessment.

- Teachers engage in sustained conversations with children and use a range of teaching strategies to support learning. They have yet to use the learning outcomes from *Te Whāriki* consistently to demonstrate the breadth and depth of children's learning.
- Children make choices and lead their learning in a well-resourced, play-based environment. Teachers regularly communicate with infants and toddlers to establish trust and a sense of belonging, effectively promoting oral language through singing, questioning, and repetition.
- Teachers and leaders continue to develop learning-focused partnerships with parents and families. However, parents' aspirations are not yet intentionally and consistently used in planning for children's learning.

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

Leaders have clear expectations for staff to engage in professional development activities that enhance teaching practice.

- A new professional growth cycle is being established, enabling teachers to focus on their goals and consider improvements in their teaching practice. Leaders are in the early stages of providing constructive feedback to further build teachers' capability.
- Teachers have regular access to professional learning. Some teachers document their reflections and consider the impact of their learning on outcomes for children.
- Leaders and teachers engage in collaborative evaluation for improvement, resulting in changes. However, they have yet to use evaluation to assess the effectiveness of these changes on teaching practice and outcomes for children.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leaders effectively model and promote professional accountability and collective responsibility for the wellbeing and learning of children in the service.

- Leaders collaboratively develop and enact the service's philosophy, vision, and goals. They implement systems, processes, and practices that promote ongoing improvement.
- Leaders are actively building a culture of relational trust. They regularly collaborate with and support teachers in their practice.
- Leaders provide mentoring and coaching to support teachers' professional reflection and growth.

### **Stewardship through effective governance and management | Te Whakaruruhau**

A range of information is used effectively to develop and refine strategic priorities and to inform resourcing decisions.

- A strategic plan is in place, and leaders regularly assess progress against its goals. They have yet to consider outcomes for children at the strategic level.
- Those responsible for governance and management have developed systems, policies and procedures to guide teacher practice, including in relation to meeting regulatory requirements.
- Leaders and teachers collaborate with external agencies and organisations to support positive outcomes for children, their parents, and whānau.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kowhai Kids Early Learning Centre 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?

Kowhai Kids Early Learning Centre will include the following actions in its quality improvement planning:

- Take steps to build teachers' knowledge and shared understanding of how to use the learning outcomes from *Te Whāriki* to consistently demonstrate the breadth and depth of children's learning.
- Consistently use parents' aspirations for their children's learning when planning for individual children and groups.
- Improve internal evaluation so that leaders and teachers understand the impact of their improvement actions on teaching practice and on outcomes for individual children and groups.

#### 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)

5 June 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	80 children, including up to 25 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 13%, NZ European/Pākehā 51%, Cook Island 6%, Fijian 4%, Chinese 21%, other ethnic groups 6%
Service roll	64
Review team on site	March 2025
Date of this report	5 June 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, August 2021; Education Review, June 2016

### 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)*.

	<b>Above the threshold for quality</b>
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.
	<b>Below the threshold for quality</b>
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.