



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kiddies Campus Early Learning Centre

Profile Number: 65151

Location: Dunedin

1 ERO's judgement of Kiddies Campus 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

## 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

Kiddies Campus is a privately-owned education and care service. It is governed and managed by the owners who are supported by a head teacher and a second in charge position. There have been a number of staff changes since the last review. Children learn and play within multiple areas with separate provision for infants and toddlers. Children are from a diverse range of cultural backgrounds including migrants new to the city. The service's core values include respect, hauora (wellbeing), collaboration, innovation and excellence.

## 4 Progress since the previous ERO report

ERO's 2021 report identified three improvement actions. These were to; strengthen the visibility of parents' aspirations and children's cultural identities in assessment documentation; to explore the learning outcomes of *Te Whāriki*, the early childhood curriculum and use these to inform assessment processes; and develop teachers' understanding and use of effective internal evaluation to make improvements. There has been good progress on reflecting children's language, culture and identity with their parents' aspirations increasingly visible in assessment documentation. With changes to the teaching team, limited progress has been made in teachers collaboratively exploring the learning outcomes in *Te Whāriki*, and how they use these to inform assessment for learning processes. There has also been limited progress made in developing understanding and use of effective internal evaluation.

## 5 Learning Conditions

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

Children experience a broad, inclusive curriculum that fosters and supports their well-being and sense of belonging.

- Teachers build trusting relationships with children and their whānau that enable individualised transitions into and within the service, including sensitive support for children and their families with English as an additional language. Children play and learn with and alongside their peers confidently using their home languages.
- Children's oral language and critical thinking is enhanced by teachers' use of a range of intentional teaching strategies including questioning, problem solving, modelling. A wide range of curriculum experiences provide opportunities for children of all ages to develop early literacy and mathematical concepts, and to develop their physical, social and emotional capabilities.
- Teachers make good use of the space available to thoughtfully provide learning environments for infants and toddlers that fosters their independence, developing sense of self and respects their individual preferences. Children of all ages see, hear, and use some te reo Māori and tikanga Māori within the curriculum.

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

Leaders and teachers are establishing the conditions to build their professional knowledge and capabilities to design and implement a responsive curriculum.

- Leaders and teachers are beginning to inquire into aspects of their teaching practice through undertaking reviews and engaging in their professional growth cycles. They have some opportunities for professional learning aligned to their goals and the strategic vision of the service.
- Experienced teachers share their professional learning with the team to build collective understanding. However, teachers do not know how well their engagement in professional learning has contributed to changes in their teaching practice and the difference this has made to children's learning.
- Leaders and teachers engage in review which results in some positive changes. Leaders are at the early stages of understanding evaluation and developing capability to effectively lead the teaching team through an evaluation cycle.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

The owners are taking deliberate steps to build distributed leadership capabilities.

- Leaders have developed a shared collaborative leadership model that communicates regularly and meets frequently to track progress of operational tasks, some curriculum planning and discuss the growth and capabilities of the leadership team. They are increasing their focus on modelling and expecting teachers to be professional accountable.
- Mentoring and coaching systems have been developed to support induction of new teachers and grow the capability of the teaching team. Leaders do not yet provide sufficiently evaluative feedback to teachers about how well their teaching practices are supporting individual and groups of children to make progress in their learning.
- Leaders model and enact the centre philosophy, values and priorities for learning.

Children's learning and wellbeing are increasingly considered in resourcing and decision making.

- Those responsible for governance and management regularly liaise with relevant agencies and community agencies to support identified children's learning requirements.
- Most policies and procedures are fit for purpose and usefully guide practice however, procedures for planning assessment and evaluation are currently not robust enough to effectively guide teachers' practice. Systems for reporting and gathering information on the quality of the curriculum from leaders are mostly informal.
- The implementation of an annual plan provides coherence with legislative requirements and provides governance with systematic oversight of compliance.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kiddies Campus 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?

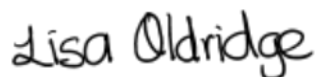
Kiddies Campus Early Learning Centre will include the following actions in its quality improvement planning:

- Leaders and teachers to develop and implement clear guidance and expectations for assessment planning and evaluation. This includes building teachers shared understandings of the *Te Whāriki* learning outcomes and how these are used to inform assessment practices.
- Leaders to provide teachers with robust feedback and feedforward to better support professional growth and practice.

#### 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.\*](#)



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24 June 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 20 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 8%; NZ European/Pākehā 40% Samoan 2 % Filipino 10% Indian 18% Other Ethnicities 22 %
Service roll	61
Review team on site	May 2025
Date of this report	24 June 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation, December 2021; Education Review, June 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)*.

	<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.