

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kopuwai Early Learning Centre

Profile Number: 83000

Location: Alexandra

1 ERO's judgement of Kopuwai 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

Kopuwai Early Learning Centre is a small not-for-profit community-based service. A parent group undertakes the roles and responsibilities of a governance board. In 2024, the board restructured the senior leadership role, creating two positions comprising a centre manager and a curriculum leader. These positions were drawn from within the governance board and the teaching team. The teaching team is stable, providing consistency across the teaching and learning environment. The service's learning priorities include literacy, numeracy, oral language, and social and emotional competence.

4 Progress since the previous ERO report

Good progress has been made to address the quality improvement actions identified in ERO's 2021 Akarangi | Quality Evaluation report. These were to strengthen four aspects of leadership of learning to:

- improve assessment and planning to show progress over time in relation to the learning outcomes in *Te Whāriki*
- gather and respond to parents' aspirations for their children's learning
- deepen the bicultural curriculum and opportunities for children to hear te reo Māori
- further develop the teaching team's understanding and use of internal evaluation.

Leaders and teachers have made good use of internal evaluation processes to support professional knowledge and shared understanding and inform improvements to systems and aspects of the curriculum. They regularly engage with parents and whānau about their children's learning. A new philosophy includes priorities for learners and reflects how professional learning and development has enabled greater awareness of aspects of Te Tiriti o Waitangi and te ao Māori.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers provide a responsive curriculum where children's learning is well supported within a mixed-aged setting.

- The environment is purposefully designed with a range of age-appropriate resources and equipment to provide infants, toddlers, and young children with opportunities to explore independently through child-led learning and adult-supported experiences. Teachers intentionally support children to develop their social and emotional competence.
- Teachers make good use of routines and activities to engage and extend children's learning. This includes intentional teaching strategies such as, revisiting, questioning, and listening that support the development of children's ideas and oral language skills.
- Meaningful group learning provides time for children to experience planned events and celebrations that are important to their community. Children's assessment information shows some progress in using the learning outcomes of *Te Whāriki*, however, this information is descriptive rather than evaluative about children's learning.

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

Leaders and teachers are increasingly developing their professional knowledge to design and implement a rich curriculum.

- Teachers undertake ongoing professional learning and development to collectively build their knowledge and practice. They have strengthened their cultural knowledge and understandings and are in the process of integrating these new learnings within the curriculum.
- There is a well-established professional growth cycle in place. The centre manager has refined and improved aspects of this system but has not yet had the opportunity to fully implement the process with the teaching team.
- A system to monitor the quality of teachers' planning and assessment is in the early stages of being implemented.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are establishing the conditions to develop their capability to support quality teaching.

- The recently appointed leadership team model high expectations to support the teaching and learning environment. Their distributed approach to leadership is becoming more evident.
- The centre manager is providing the governance board with more detailed and useful information to support decision-making.
- Leaders show a good understanding of the purpose of internal evaluation processes to inform changes. The monitoring and evaluation stages of the process are not yet informed by specific well analysed evidence that shows shifts in practice, or the difference that changes have made for individuals and groups of children.

Parent and whānau aspirations are reflected in the service's plans and priorities for children's learning and wellbeing.

- Parent perspectives are highly valued. The governance board is evaluating aspects of the service to consider parent and whānau input, and to better inform the development of the service's strategic plan and improvement priorities.
- Refinements to organisational systems and processes are being implemented in collaboration with the leadership team. It is too soon to know the full impact of these changes on teaching practices and outcomes for children.
- Sustainability and maintaining the wellbeing of staff remains a board priority.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kopuwai Early Learning Centre completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have not 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 Area of Concern

ERO found an area of concern in the service relating to:

- ensuring earthquake emergency drills are carried out with children on an at least, 3-monthly basis.

Licensing Criteria for Early Childhood Education and Care Centres 2008, HS8.

9 Where to next for improvement?

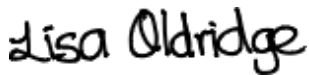
Kopuwai Early Learning Centre will include the following actions in its quality improvement planning:

- Fully implement a professional growth cycle. This includes providing robust feedback to teachers about the quality of their planning and assessment practices.
- Improve evaluation practices by gathering and analysing evidence to show shifts in teaching practices and improvements to learner outcomes; and monitoring the effectiveness of these improvements on children's learning.
- Fully integrate the local cultural narrative into the daily curriculum; and increase teachers' use of te reo Māori across the curriculum and their interactions with 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)

24 June 2025

10 Information About the Service

Service Type	Education and care service
Number licenced for	31 children, including up to 8 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 14%; NZ European/Pākehā 68%; Irish 4%; other ethnicities 14%
Service roll	44
Review team on site	May 2025
Date of this report	24 June 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, March 2021; Education Review, October 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)*.

	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.