

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Tiny Legends Early Learning Centre

Profile Number: 50130

Location: Palmerston North

1 ERO's judgement of Tiny Legends 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

Tiny Legends Early Learning Centre is privately owned. The service provider and a centre manager oversee daily operations. Children play and learn in two age-defined areas. The service philosophy emphasises relationships, connections, communication and contribution.

4 Progress since the previous ERO report

The April 2023 ERO Akanuku | Assurance review identified a key next step in relation to exploring and implementing ways to increase the involvement of whānau and community in the design, implementation and evaluation of the service's local curriculum. Limited progress has been made. Leaders and teachers have reviewed the curriculum and are creating priorities for learning, however they have yet to develop an approach to work in partnership with parents and whānau in the design, implementation and evaluation of the curriculum.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Leaders and teachers are beginning to identify their priorities for children's learning and use these priorities to inform the curriculum.

- Teachers promote the service's learning priorities of communication and connections through respectful interactions with children. They apply intentional teaching strategies, including narration and descriptive language, to strengthen children's communication skills and social competence.
- Teachers document children's learning; however, practice is not yet consistent across the teaching team, and parents' aspirations for their children's learning are not routinely used to inform assessment and curriculum planning.
- Children learn about other cultures, and significant occasions are celebrated. Although some cultural artefacts are visible, the learning environment does not yet reflect the languages and identities of all children attending.

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

Leaders and teachers have frequent opportunities to develop professional knowledge, expertise and cultural competence to enable them to design a responsive curriculum.

- Leaders and teachers continue to build a shared understanding of the learning outcomes in *Te Whāriki*, the early childhood curriculum. Teachers are beginning to consider these outcomes in children's assessment, planning, and evaluation documentation.
- Teachers take responsibility for their own professional learning and have both formal and informal opportunities to share this knowledge with colleagues across the teaching team. They are in the early stages of building cultural competence and using this understanding to inform their planning.
- Leaders and teachers engage in professional learning that builds their knowledge and encourages reflection on their teaching practice.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Conditions to develop leadership capability to support quality teaching and learning are developing.

- Leaders are in the early stages of reviewing their philosophy and enacting some aspects of their priorities for improvement.
- Leaders use established systems for reviewing aspects of the curriculum and practices.
- Internal evaluation is not yet effectively supporting leaders and teachers in measuring the impact of their teaching and improvements on outcomes for individuals and groups of children.

Stewardship through effective governance and management | Te Whakaruruhau

Governance allocates resources to support decision-making and builds leadership capability to meet regulatory and licensing requirements.

- Systems, processes and policies are in place to guide the service's operations, with children's safety and well-being prioritised. Managers model accountability and clearly communicate expectations to promote positive outcomes for children's learning.
- Governance and leaders are building relational trust with teachers to support collaboration and foster a positive team culture.
- Governance and leaders are beginning to gather parent voice to inform decision-making and help make children's learning more visible. They are in the early stages of developing a strategic plan that aligns with the service's vision, philosophy, and priorities.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Tiny Legends 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?

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

- Review and refine assessment guidelines, including the gathering of parent aspirations, and actively use these to guide assessment, planning and evaluation practice.
- Build collective capability to reflect and respond to children's cultures, languages and identities within the curriculum.
- Improve knowledge and understanding of evaluation for improvement to demonstrate the impact of teaching practices and improvements on outcomes for individuals and groups of 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

Lisa Oldridge
Director of Early Childhood Education (Acting)

4 June 2025

9 Information About the Service

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| Service Type | Education and care service |
| Number licenced for | 40 children, including up to 13 aged under 2 |
| Percentage of qualified teachers | 80-99% |
| Ethnic composition <i>Using rounded percentages</i> | Māori 15%, NZ European/Pākehā 65%, Indian 13%, Filipino 6%, Fijian 4%, Samoan 4% |
| Service roll | 54 |
| Review team on site | March 2025 |
| Date of this report | 4 June 2025 |
| Most recent ERO report (s) These are available at www.ero.govt.nz | Akanuku Assurance Review, April 2023; Akanuku Assurance Review, October 2019 |

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. |