



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kids Domain Early Learning Centre

Profile Number: 20006

Location: Grafton, Auckland

1 ERO’s judgement of Kids Domain Early Learning Centre is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
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

Kids Domain Early Learning Centre operates in the grounds of Auckland Hospital. Children enrolled reflect the diverse ethnic community of whānau that work at Auckland Hospital.

Children are grouped into two areas according to their age and capabilities, with two rooms in each area. In each room children regularly engage in walking excursions within their local community.

A parent-led governance group provides guidance, support and feedback to the service. A leadership team oversees operations, curriculum and collaboration across the teaching teams. Adult: child ratios that are above requirements, and a low turnover of staff, promotes connection and consistency for children.

The service's philosophy is based on a metaphor of a pūrākau where pū (the roots) are the values and rākau (the tree) is the collective learning and growth. The values underpinning the pū align to te ao Māori concepts.

The enacted curriculum is Reggio Emilia inspired where children are viewed as the initiators of their own learning. Children's learning is driven by their own and teachers' interests, wonderings and research.

4 Progress since the previous ERO report

ERO's previous reports in 2020 and 2015 identified highly effective practices at this service. These practices have been sustained and continued improvement is evident. In ERO's 2020 report, a next step for leaders was to explore innovative ways to integrate curriculum assessment, planning and evaluation for children's learning with the perspectives of parents/whānau and the wider community. Very good progress has been made in response to this improvement goal.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers consistently and skilfully document children’s complex learning and their increasing capabilities in relation to the learning outcomes in *Te Whāriki*, the early childhood curriculum.

- Leaders have sustained clear expectations for recording children’s learning. Teachers use an inquiry process very well to monitor the effectiveness of teaching practices and how teaching approaches impact on children’s learning.
- Teachers capably use a range of strategies to encourage children’s wonder, creativity and engagement with STREAM: science, technology, relationality, engineering, art and technology. Children have many opportunities to be co-constructors of their learning through research-based projects and enactment of a philosophy strongly based around ako, where children and adults are collaborators for teaching and learning.
- The service’s effective engagement with whānau provides formal and informal opportunities for them to share information about home languages and cultures that then influences the planned curriculum experienced by children. Teachers enact culturally responsive practices that are not yet consistently recorded in documentation.

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

Leaders effectively support and enable professional knowledge and expertise to be built to design and implement a rich curriculum.

- The teaching team regularly monitors the impacts of professional learning and changed teaching practice on children’s learning. Leaders plan to refine their systems of monitoring to focus on what matters most for their learners.
- Leaders and teachers demonstrate a very high level of professional knowledge and expertise that ensures a responsive and rich curriculum is provided for all children. Teachers collectively enact the service’s philosophy based on Māori concepts of being and doing into their daily practices.
- The service partners regularly engage with external professional institutions to promote mutual learning that influences improved practices in the service and contributes to knowledge building in the wider early childhood sector.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders and teachers capably and collaboratively enact plans for improvement, then evaluate and report on how well these have been achieved, with a focus on ensuring equitable provision for children.

- A high level of collaborative and relational trust enables ongoing improvements to curriculum provision and operational systems. Leaders view feedback as a gift, connected with the phrase ‘aroha mai, aroha atu’.
- A long-standing leadership and teaching team demonstrate a culture of manaakitanga where wellbeing for children and staff is supported through mana-enhancing interactions and relationships.
- The leaders model and expect collective responsibility for the wellbeing and learning of children. They have sustained the conditions to promote equitable outcomes for their learners.

Leaders actively seek and reflect parents' aspirations in the service's plans and priorities for children's learning.

- Leaders and the governance group establish and enact the service's philosophy and strategic priorities effectively in collaboration with teachers and whānau. The philosophy, strategic plan and policies recognise Te Tiriti o Waitangi as foundational and enacts it through plans, policies and practice.
- All decisions made by the governance group and leaders have children's learning and wellbeing as the primary consideration. This has resulted in consistently high-quality provision for children over a sustained period of time.
- Systems of evaluation are in place that continue to demonstrate improved and positive learning outcomes for children. Documentation identifying the impact of changes made for specific groups of children is not yet consistently evident.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kids Domain 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?

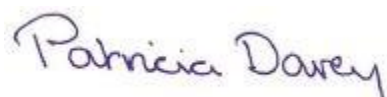
Kids Domain Early Learning Centre will include the following actions in its quality improvement planning:

- For leaders and teachers to inquire into and focus deliberately on what matters most for children as a foundation for continued and increasingly equitable improvement.
- Make more visible documented planning and evaluation that reflects children's languages and cultures.

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.](#)



Patricia Davey
Director of Early Childhood Education (ECE)

31 October 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	100 children, including up to 40 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 6%, NZ European/Pākehā 45%, British/Irish 13%, Chinese 6%, Indian 6%, Filipino 5%, Serbian 4%, Korean 4%, Samoan 3%, Tongan 3%, Cook Island Māori 3%, Niue 3%, Fijian 3%, South African 3%, American 3%, Irish 3%, other ethnic groups 22%
Service roll	110
Review team on site	August 2024
Date of this report	31 October 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, February 2020; Education Review, January 2014

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 organisation 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.