

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kids @ Adventureland Early Learning Centre

Profile Number: 45947

Location: Mount Roskill, Auckland

1 ERO's judgement of Kids @ Adventureland 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

Kids @ Adventureland Early Learning Centre has had two name changes since it reopened under new ownership in February 2024. The senior management team provides governance, strategic direction, and professional learning and development. They guide a newly appointed centre manager to lead a relatively new team of certificated and uncertificated teachers. The centre manager is responsible for the daily operations, management, curriculum design and implementation serving an ethnically diverse community.

Children receive education and care in three age-based rooms, with toddlers and older children sharing an outdoor space. There are some opportunities for all children to engage at the beginning and end of day.

The service's philosophy emphasises children learning through play, exploration and curiosity.

4 Progress since the previous ERO report

ERO's 2021 Akarangi | Quality Evaluation report previously named Little Buddies Early Learning Centre, identified two improvement actions. The first of these was to continue to develop curriculum planning and assessment to support positive outcomes for learners in relation to *Te Whāriki*, the early childhood curriculum. The second was to strengthen Te Tiriti-based teaching practices by increasing opportunities for children to hear and speak te reo Māori in meaningful learning contexts.

Limited progress has been made towards the first improvement action as senior management and leaders have prioritised building relationships with parents and families, onboarding new staff and establishing new systems and processes to enable the service to meet and maintain regulatory requirements. As such, curriculum planning and assessment remains an area for improvement.

Good progress has been made towards Te Tiriti-based teaching practices. Teachers' role model with confidence the use of te reo Māori. Children have opportunities to hear and speak kupu Māori and te reo Māori.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a play-based curriculum that is beginning to support their growing interests and capabilities.

- Respectful interactions and relationships between children, teachers and their peers foster social and emotional competencies. This promotes some opportunities for children to develop their self-help skills, independence and familiarity with routines.
- Teachers draw on a range of intentional teaching strategies and use these to promote some learning in the moment. Some early literacy and mathematical concepts are explored with children.
- Teachers' assessment and planning documentation and practices are variable showing differing levels of experiences and understanding. Senior management have developed a new system and process for individual planning which is yet to be implemented.

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

Senior management is establishing the conditions to support leaders' and teachers' ongoing learning and development.

- Leaders and teachers have access to relevant professional learning and development. This aligns with individual teacher's and service-wide collective learning goals and some aspects of the strategic framework for change.
- A professional growth cycle supporting teachers ongoing growth is fully implemented. This is beginning to support teachers to become more reflective about their practice and to some extent know what is and is not working for children.
- Teachers share new knowledge and information with their teaching teams. They are working towards understanding how new learnings are consistently implemented and documented to know what difference this is making for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Senior management is establishing the conditions to develop leadership capability and support quality teaching.

- The senior management team provide valuable mentoring and coaching to support the centre manager in her role. This enables coherent decisions that prioritises children's learning and well-being.
- The centre manager provides both informal and formal mentoring to the teaching team. This affirms and builds teachers' ongoing capability and knowledge.
- There is a useful system and process in place to support internal evaluation. However, a shared understanding of evaluation for improvement is not evident.

An experienced senior management team have developed and implemented some useful systems and processes, and these are beginning to support improvement.

- An intentional focus on the review of policies and procedures is established. This has increased shared understanding of practices to maintain regulatory requirements.
- Some newly developed systems and procedures assist leaders and teachers to work collaboratively. To some extent this enables leaders and teachers enact the service's vision and priorities for children.
- Strategic planning and decision making are focused on improvement, growth, family and community engagement. It is too early to know how effective this has been in making improvements and changes for the service, children and their families, and the wider community.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kids @ Adventureland 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?

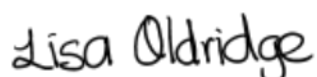
Kids @ Adventureland Early Learning Centre will include the following actions in its quality improvement planning:

- Build all teachers shared understanding of effective assessment, planning and evaluation practices and documentation through robust systems, procedures, and practices.
- Develop a culturally responsive, rich curriculum to provide children with opportunities to extend critical thinking and complexity of learning.
- Build leaders' capability to effectively support teachers to identify the impact of new learnings on outcomes for children through the implemented professional growth cycle.

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)

1 September 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	53 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 2%; NZ European/Pākehā 2%, Samoan 6%, Indian 48%, Sri Lanka 12%, Filipino 8%, Arab 5%, Ethiopian 5%, Other ethnicities 16%
Service roll	49
Review team on site	April 2025
Date of this report	1 September 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, June 2021; Education Review, September 2017

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.