



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Glow Kids

Profile Number: 10190

Location: Sandringham, Auckland

1 ERO's judgement of Glow Kids 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

Glow Kids provides specialised education and care for children with a range of needs, including sensory and physical disabilities. It operates as a not-for-profit charitable trust governed by a board that includes a parent representative and external professionals with business expertise.

The service runs two specialist programmes: a Conductive Education Kindy and a Sensory Kindy, each in separate rooms. Children have a variety of diagnoses, and both rooms offer all-day sessions three days a week. A senior head teacher is appointed as the acting centre manager and supports a qualified teacher along with other health professionals in the team.

4 Progress since the previous ERO report

ERO's 2023 Akanuku | Assurance report identified one area of non-compliance. Good progress has been made to meet and maintain regulatory requirements. There are now some systems in place to support ongoing monitoring by leaders.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers and leaders increasingly deliver a responsive curriculum that provides equitable learning opportunities for all children.

- Purposeful environments intentionally respond to and meet children's physical and sensory needs. Positive strategies are deliberately used to promote children's wellbeing, development, health, and learning.
- Robust partnerships with health professionals and parents drive shared goal setting. Regular celebration of children's progress strengthens these relationships.
- Deliberate integration of sign language, visual supports, and assisted learning aids enhances children's communication skills. Intentional spoken-language strategies further extend children's emerging language and literacy skills.
- Embedded assessment and planning practices guide teaching and learning. Individual assessment clearly shows children's progress over time based on the outcomes of *Te Whāriki*, the early childhood curriculum.

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

The service is beginning to establish conditions that support the growth of professional knowledge, expertise, and cultural competence.

- The leader and teachers collaborate well with health professionals and engage external networks to support an inclusive curriculum for all children.
- Teachers take professional responsibility for their own learning. However, a recently introduced process to develop teacher capability is not aligned with Teaching Council requirements for certified teachers and is not supported by ongoing coaching and mentoring of staff.
- Strategies to respond to children's languages and cultures are evident. Leaders and teachers are still developing their confidence to integrate te reo Māori into their daily practice.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership is beginning to establish conditions that enable collaboration for improvement, but these are not yet consistently embedded.

- Whilst leadership is establishing conditions for improvement the understanding and use of internal evaluation processes are still developing. Some shifts in teachers' practice and positive outcomes for children are evident, largely supported by health professionals.
- The leader and teaching team demonstrate relational trust that supports collaboration and professional growth. They work with health professionals to build capability and implement a responsive curriculum, although this is not yet consistently embedded.
- Leaders and teachers enact the service's philosophy through professional accountability and a focus on relationships and partnerships that support children's wellbeing and learning. Some practices require further consistency to fully embed improvement.

Stewardship through effective governance and management | Te Whakaruruhau

The organisation is developing planning and priorities for improvement, but these are not yet fully embedded.

- Governance networks with external agencies to provide children, parents and whānau access to health professionals, occupational therapists and conductive specialists. Their practices are integrated into the curriculum, contributing positively to teaching and learning.
- Governance has recently appointed a centre manager to oversee daily operations and support teachers. However, they have not yet built relational trust or consistently developed positive working conditions in collaboration with service leaders.
- A strategic plan and goals focused on partnerships and sustainability have been developed. Governance and leaders have not yet established processes to monitor and evaluate progress towards these goals.

7 Management Assurance on Legal Requirements

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

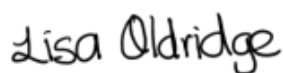
Glow Kids will include the following actions in its quality improvement planning:

- Implement a process to mentor and coach teachers and leaders to develop capabilities that directly support children's learning.
- Enhance professional relationships between governance and service leaders to support positive working conditions and collaborative decision making.
- Support teachers and leaders to use review processes to help them understand what is working for children and what can be improved.

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)

18 September 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	25 children aged over 2 years
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 16%; NZ European/Pākehā 16%; Filipino 22%; Indian 22%; Tongan 16%; Samoan 11%; Chinese 11%; Cook Island 11%; Bangladesh 5%; French 5%; South African 5%
Service roll	18
Review team on site	July 2025
Date of this report	18 September 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, March 2023; Education Review, April 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.