



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kingdomcity Childcare

Profile Number: 48060

Location: Northcote, Auckland

1 ERO's judgement of Kingdomcity Childcare 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

Kingdomcity Childcare is a Christian based service opened in February 2022. Previously known as Harbourside Kids Childcare Centre, the service shifted to a new location, changed its name and received a new operational licence at that time. It is part of the global community of Kingdomcity churches and is governed by a charitable trust comprising of board members from New Zealand. A centre manager runs the service, with support from a pedagogical leader and two room leaders.

The service mission is to provide a warm, caring environment that gives children the opportunity to learn at their own pace.

4 Progress since the previous ERO report

This is the first ERO evaluation of the service.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers use a range of strategies to know about, and respond to, children's increasing capabilities.

- Sustained conversations between teachers and children promotes good relationships, which allows children to have autonomy and direct their own learning. Oral language, literacy and mathematical concepts are well promoted.
- Some intentional teaching strategies, such as role-modelling and questioning, are used by teachers to support children's developmental needs. Teachers are yet to clearly show how they extend and build the complexity of children's learning.
- Parents' goals for their child's learning are regularly collated and purposefully responded to. Assessment demonstrates children's progress towards these, their increasing capabilities in relation to learning outcomes from *Te Whāriki*, the early childhood curriculum, and who they are as learners.

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

Teachers and leaders work well together to build their professional knowledge and expertise.

- Children's learning is enhanced through leaders and teachers working as a professional learning community. Teachers share professional learning with the wider team to build collective knowledge and strengthen practices.
- Teachers reflect on their own teaching well and recognise the shifts they have made because of professional learning. They are yet to clearly identify what difference these shifts are making to children's learning.
- Leaders are refining the professional growth cycle process to ensure it is fit for purpose within the service's current context. Alignment between the growth cycle process, professional development opportunities, the focus of teacher inquiry into practice, internal evaluation and strategic priorities is currently not strong.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders promote inclusivity and collaboration across the teaching team to promote improvement.

- Relational trust among leaders is evident which enables collaboration within the wider teaching team. Leaders seek and include the perspectives of all staff.
- Leader's role model expectations for ongoing improvement through attending targeted professional learning. Ongoing mentoring and coaching are established for leaders to build teachers' capabilities.
- Internal evaluation is collaborative, systematic and has a clear focus on outcomes for different groups of learners. Intended indicators of quality are identified through the process but are not well used to understand how well changes to teaching practices, as a result of internal evaluation, are achieving these.

Stewardship through effective governance and management | Te Whakaruruhau

Those responsible for governance develop and refine priorities to enable the establishment and growth of the service.

- The strategic plan clearly articulates the service vision, goals and mission, and aligns well to the teaching philosophy. It is purposefully used to support decision making and steps for service growth.
- Those responsible for governance are intentional in considering pathways to strengthen service operation. They allocate sufficient resources and funds focused on the quality provision of education and care.
- Parent and whānau input materially influences the operation of the service. The learning and wellbeing of staff and children are considered through decision making.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kingdomcity Childcare 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?

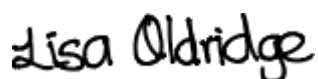
Kingdomcity Childcare will include the following actions in its quality improvement planning:

- Improve assessment documentation to show extension of learning and increasing complexity of play for children.
- Better align processes and practices for professional growth and improvement to more effectively focus on building teacher practices in areas of strategic priority.
- Refine internal evaluation to show how well changes in practice are enabling progress towards identified success indicators and the impact of this on children's outcomes.

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	90 children, including up to 20 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 7%, NZ European/Pākehā 38%, Indian 17%, Chinese 13%, Filipino 13%, British 7%, South African 7%, Samoan 4%, Fijian 4%, European 4%, Korean 4%, Fijian 3%, Tokelau 3%, French 3%, Portuguese 3%, Australian 3%, other Pacific groups 1%, other ethnic groups 14%.
Service roll	71
Review team on site	May 2025
Date of this report	1 September 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	First ERO report of the service

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.