

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Mighty Minds Educare Glenfield Ltd

Profile Number: 20544

Location: Glenfield, Auckland

1 ERO's judgement of Mighty Minds Educare Glenfield Ltd 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

Mighty Minds Educare Glenfield Ltd, formerly known as Kinderhaven Preschool Glenfield, has changed ownership since ERO's previous review. The owner, who is also the centre manager, oversees daily operations and administration. A head teacher leads the teaching team, which reflects the cultural diversity of the community that they serve.

The philosophy, grounded in *Te Whāriki*, the early childhood curriculum, and Montessori principles, positions children as capable, confident, and independent learners.

4 Progress since the previous ERO report

Good progress has been made in relation to the three quality improvement actions identified in ERO's 2022 Akarangi | Quality Evaluation. These were to:

- Embed quality curriculum practices to increase the planned teaching strategies that build on children's prior learning, extend their thinking and add complexity to their play.
- Make visible children's languages, cultures and identity in the environment and children's learning records.
- Use evaluation to examine the impact of teaching practices on children's learning.

ERO observed teaching and resourcing that builds on children's prior learning to extend their thinking and play, in alignment with Montessori approaches. Teachers are beginning to identify intentional strategies and resourcing in children's assessment documentation. However, they do not yet consistently show how these strategies support and contribute to children's learning progress.

Children's languages and cultures are evident in their learning records. They have opportunities to learn about their own and others' cultures through cultural celebrations that reflect the backgrounds of children attending the service.

Leaders and teachers undertake regular reviews of practice as a team and are beginning to develop individual inquiry goals that focus on aspects of their teaching. While reviews help them to understand what is working or not working, leaders and teachers are not yet explicitly evaluating the effectiveness of their teaching on children's learning outcomes.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers are increasingly intentional about responding to children's growing interests and capabilities.

- Teachers use a range of intentional strategies to foster children's growing social and emotional skills and children with additional needs are well supported through a responsive curriculum that adapts to their learning needs. As a result, children experience calm, respectful, and reciprocal relationships with their peers and teachers.
- Teachers intentionally provide a range of language-rich experiences, including storytelling, music, arts and foundational literacy and numeracy activities. Children have good opportunities to regularly engage in literacy and numeracy learning in ways that align with the Montessori approach.
- Leaders and teachers are beginning to build learning-focused partnerships with some of the parents and whānau. They gather parent aspirations, but these are not consistently used to inform planning for learning.
- Teachers identify clear strategies to support children's learning and wellbeing in individual learning plans, and assessment documents show what children are learning. However, leaders and teachers do not monitor or evaluate the plans and assessment or consistently show children's progress over time in relation to *Te Whāriki* learning outcomes.

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

Leaders and teachers are taking steps to improve their knowledge of teaching and curriculum.

- Leaders and teachers identify inquiry goals through a professional growth cycle aligned with the Teaching Standards. They engage in some relevant professional learning; however, they do not evaluate how this learning improves teaching practice or children's learning.
- Leaders and teachers are building their knowledge and confidence to use te reo Māori and include aspects of tikanga Māori in the curriculum. They use karakia, waiata and games to give children regular opportunities to hear and use te reo Māori.
- Leaders and teachers continue to develop their cultural capability to deliver a responsive curriculum for all children. Teachers use children's home languages to respond to the cultural diversity of children and their families.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are building a shared understanding of the service's philosophy, and how this is enacted in practice.

- Leaders build relational trust and shared understandings through professional conversations that promote collaboration and a focus on improvement.
- Leaders strengthen teaching capability through internal and external mentoring. They provide targeted professional learning that is beginning to support improvements in teaching practice.
- Leaders and teachers use regular staff meetings to review aspects of practice and monitor progress toward the service's improvement goals. However, they do not evaluate how well the curriculum is contributing to positive outcomes for children.

Governance and management have developed plans and priorities for improvement that focus on children's wellbeing and learning.

- Those responsible for governance identify and remove barriers to children's and whānau participation, and they have established priorities that focus on improving children's wellbeing and learning.
- A strategic plan sets out long-term objective and actions. While governance is beginning to monitor progress towards these, they do not evaluate how well the actions are contributing to children's learning.
- Governance regularly reviews policies and procedures to regulatory requirements are met. These reviews support ongoing alignment with compliance expectations.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Mighty Minds Educare Glenfield Ltd 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, safety and wellbeing:

- 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?

Mighty Minds Educare Glenfield Ltd will include the following actions in its quality improvement planning:

- Consistently show children's learning progress over time in assessment and planning records in relation to the learning outcomes in *Te Whāriki*.
- Evaluate how teaching practices, professional learning, and strategic actions are improving outcomes for 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.*](#)



Vivien Ruth
Director of Early Childhood Education

5 May 2026

9 Information About the Service

Service Type	Education and care service
Number licenced for	45 children aged 2 and over
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 10%, NZ European/Pākehā 10%, Chinese 36%, Brazilian 16%, Indian 10%, Korean 10%, Indonesian 3%, other ethnicities 5%
Service roll	30
Review team on site	November 2025
Date of this report	5 May 2026
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, July 2022; Education Review, October 2018

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.