



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kidzone Public Servants Childcare Centre

Profile Number: 60263

Location: Newtown, Wellington

1 ERO's judgement of Kidzone Public Servants Childcare 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

Kidzone Public Servants Childcare Centre is a community-based early childhood service governed by a parent committee. The chairperson is new to the role and there have been recent changes to members on the committee. The centre manager is supported by a teaching team. Younger and preschool aged children learn within a mixed aged learning environment. The teaching team, children and families are from a range of diverse ethnic backgrounds. The services philosophy reflects a learning programme based on children's interests, alongside providing risks and challenges that support development.

4 Progress since the previous ERO report

The services' previous ERO report in May 2023 identified the following quality improvement actions:

- work with children, parents, and whānau to unpack the *Te Whāriki*, the early childhood curriculum strands, goals and learning outcomes to determine the learning and wellbeing priorities.
- develop a shared understanding of the purpose and use of assessment for learning.
- strengthen quality improvement systems and processes that build the capability of teachers to engage in critical reflection on their own and the team's practice.

Good progress has been made in working with children, parents and whānau to determine priorities for children's learning, this was co-constructed with whānau and community through external professional learning, internal evaluation and gathering parent aspirations. Implementation is still in the early stages.

Limited progress has been made in relation to the other improvement actions. Teachers and leaders are variable in their use of *Te Whāriki* principles, strands, goals and learning outcomes within children's planning and learning documentation and have not yet developed a shared understanding. Teachers have not formalised their professional growth process to show critical reflection and improvements in teaching practices.

There was no planning, professional development attended or reporting of these improvement actions undertaken to the parent committee limiting their ability to monitor progress.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The quality of the services curriculum is developing and does not yet demonstrate coherence or consistent practices.

- Younger children experience warm, responsive care and have routines adapted to their needs. For older children, teaching is less well adapted to individual learning. Planning for groups of children limits how well teachers can support each child's progress especially across mixed age groups.
- Children experience literacy through access to books, storytelling, singing, mark making, and supporting older children's transition to school. However, teachers are not consistently ensuring learners have access to rich and complex literacy and creative experiences that extend early literacy across the curriculum.
- Teachers show emerging awareness of bicultural concepts and some cultural connections in documentation. However, practices are inconsistent and not yet embedded to support equitable, inclusive outcomes.
- Assessment, planning and evaluation practices are inconsistent limiting their effectiveness. Connections between children's learning, *Te Whāriki* and parents' wishes for their children are unclear, reducing the value of assessment for informing teaching and curriculum design.

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

Limited access to professional learning is hindering meaningful improvements to teacher practice and outcomes for children.

- Leaders and teachers demonstrate insufficient professional knowledge, skills, or shared understanding to design and implement a responsive, quality curriculum. This limits the services ability to consistently meet the diverse learning needs of all children.
- Professional growth cycles lack coherence and a clear sense of purpose. As a result, they do not adequately support ongoing inquiry, critical reflection, or evidence-based improvements in teaching practice.
- Limited professional learning opportunities are provided, engagement is inconsistent and poorly embedded. This results in limited impact on teaching practice, including the development and consistent use of te reo Māori.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership is beginning to establish improvement priorities, systems for capability building, and evaluative practices to effectively improve outcomes for learners.

- Leadership has identified priorities and initiated improvement actions. However, systems for knowing about and reporting on curriculum quality and teaching practices lack depth and consistency to effectively guide ongoing improvement.
- Approaches to mentoring, coaching, and professional growth provide limited opportunity to systematically build teacher capability. They also do not consistently support deep critical reflection on teaching practice.
- Internal evaluation, assessment, and improvement planning processes are inconsistent and lack coherence. This makes it difficult to demonstrate sustained progress or clearly show the impact on outcomes for learners.

Stewardship through effective governance and management | Te Whakaruruhau

Governance uses a range of information to develop priorities and make resourcing decisions.

- The governing committee actively builds governance capability through induction, succession planning, and accessing professional learning to support them in understanding and implementing their roles and responsibilities.
- Governance provides resourcing and wellbeing supports that contribute to a positive working environment and staff stability. Monitoring systems for staff performance and alignment with job expectations are not consistently implemented.
- Strategic and business planning is evident within the service. However, these documents do not sufficiently integrate improvement areas, curriculum quality, or assurance of regulatory compliance to effectively guide decision-making and improvement.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kidzone Public Servants Childcare 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?

Kidzone Public Servants Childcare Centre will include the following actions in its quality improvement planning:

- Build leaders' and teachers' knowledge and understanding of intentional teaching strategies through targeted professional learning, to progress children's learning over time.
- Build leadership capability to provide consistent, purposeful mentoring and feedback that strengthens teacher capability and professional knowledge.
- Governance and leaders to develop and implement organisational systems that improve the quality of teaching and leadership, including long-term improvement planning and ongoing monitoring of regulatory standards.

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

10 June 2026

9 Information About the Service

Service Type	Education and care service
Number licenced for	25 children, including up to 8 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 3%; NZ European/Pākehā 77%; American 10%, Australian 7%, British 7%, Ethiopian 7%, Sri Lankan 7%, German 3%, Irish 3%, Japanese 3%, Vietnamese 3%
Service roll	30
Review team on site	March 2026
Date of this report	10 June 2026
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, May 2023; Akanuku Assurance Review, October 2022

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.