

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Sunnynook Private Kindergarten

Profile Number: 20162

Location: Glenfield, Auckland

1 ERO's judgement of Sunnynook Private Kindergarten 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

Sunnynook Private Kindergarten provides education and care for children within a mixed-age environment. A new centre manager, supported by governance and the teaching team, leads daily operations and the curriculum. The philosophy values promoting a sense of belonging for children and families, through trusting relationships, and emotional, social, physical, intellectual and cultural wellbeing.

4 Progress since the previous ERO report

ERO's 2023 report identified areas of non-compliance with licensing requirements that were addressed following ERO's onsite visit. This review found that compliance with requirements has been maintained.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience an engaging curriculum that reflects the breadth of Te Whāriki, the early childhood curriculum and supports their learning and development.

- Children learn in a well-resourced, purposeful and intentional environment. Resources are well set up to support children's interests and independent exploration, creativity, and problem-solving.
- Teachers capably support younger children and encourage positive tuakana-teina (older-younger child) relationships. Older children confidently use their social and emotional skills, take on leadership roles, share ideas and support others' learning.
- Teachers increasingly embed literacy learning in play through a print-rich environment. Children have some opportunities to learn about their own and others' cultures through celebrations; however, their cultures are not consistently reflected in the everyday curriculum.
- Planning and assessment systems are well established. These reflect parents' hopes for their child's learning and enable teachers to plan intentionally and review children's progress over time towards the learning outcomes from Te Whāriki.

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

Leaders and teachers are building their knowledge to design a responsive curriculum for all children.

- Professional growth cycles support teachers to improve their practice over time. These processes encourage critical reflection and ongoing improvement in teaching practices that benefits children.
- Teachers plan with clear intent and regularly review their teaching approaches, demonstrating a focus on what works best for children. Their ongoing review leads to more responsive practice and supports positive, consistent learning experiences for children.
- Teachers receive regular mentoring and coaching, including feedback and access to professional learning. This learning draws on current thinking and research supporting teachers to improve their knowledge and practice.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership promotes accountability and collective responsibility for children's wellbeing and learning.

- Leadership promotes a clear and consistent focus on children's learning and wellbeing. Teachers use an internal evaluation process to identify what works and what needs improvement, taking timely action to enhance curriculum experiences and support children's ongoing progress.
- A newly appointed leader draws on strong knowledge and experience to guide and support teachers. This contributes to improved teaching practices and positive outcomes for children.
- Leadership responsibility for children's wellbeing is shared. Leaders continue to build trusting relationships that support teamwork, open communication, and a shared commitment to children's learning and development.

Stewardship through effective governance and management | Te Whakaruruhau

Governance decision making prioritises children's learning and wellbeing to support the delivery of a quality curriculum.

- A range of measures are in place to remove barriers to attendance. Governance ensures learning environments and premises are well-resourced and maintained.
- Human resourcing practices are effective in fostering quality curriculum experiences for children through a systematic focus on developing the professional learning capabilities of staff. This includes the hiring and retention of qualified, experienced teachers.
- Governance is well informed about operational matters through regular meetings with team leaders. While these meetings enable governance to have some insight into curriculum and improvement practices, formal reporting is not yet in place to support consistency when service leaders change

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Sunnynook Private Kindergarten 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?

Sunnynook Private Kindergarten will include the following actions in its quality improvement planning:

- Build leaders' and teachers knowledge of the cultures of children who attend and use this knowledge to meaningfully inform everyday curriculum experiences.
- Implement governance systems and practices that provide clear, regular reporting on progress towards improvement priorities so governance can understand how well positive outcomes for children are being supported.

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

4 June 2026

9 Information About the Service

Service Type	Education and care service
Number licenced for	35 children, including up to 0 under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Chinese 27%, Fijian Indian 27%, Filipino 16%, Korean 16%, Sri Lankan 16%
Service roll	30
Review team on site	March 2026
Date of this report	4 June 2026
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, February 2023; Education Review, March 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.