



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Love and Joy Early Learning Centre Limited

Profile Number: 47932

Location: Mt Roskill, Auckland

1 ERO's judgement of Love and Joy Early Learning Centre Limited 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

Love and Joy Early Learning Centre Limited's service philosophy emphasises love, happiness, respect, and diversity. Children play and learn in two age-based areas. The owner acts as the centre manager, providing governance, oversight of compliance, and curriculum support to a team of teachers and support staff. The established teaching team reflects the cultural diversity of the community.

4 Progress since the previous ERO report

ERO's 2023 report identified two key next steps related to increasing opportunities for children to meaningfully hear and speak te reo Māori and increasing learning opportunities to more deliberately support children's sustained exploration.

Limited progress has been made. Te reo Māori is largely only used in routines and provision of some displays and resources. Additional outdoor resources have been purchased however these are not yet being used in ways that promote extended engagement of children. Professional learning opportunities have not been sought to improve teachers' meaningful use of te reo Māori or their capability to promote deeper thinking, continuity or extension of children's learning through child-led play.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service's curriculum is beginning to reflect some principles and strands of *Te Whāriki*, the early childhood curriculum, and is becoming more responsive to children's interests and emerging learning needs.

- Teachers plan for and provide activities that align to children's interests. They are in the early stages of building shared understanding of broader intentional teaching strategies to support and extend children's learning.
- Children have regular opportunities to develop their language skills through songs and rhymes. Although leaders and teachers have not evaluated how effectively these practices build children's vocabulary, parent feedback suggests they are supporting positive language development outcomes.
- Teachers have not yet developed understanding or use of the learning outcomes of *Te Whāriki* to plan for the curriculum, reflect on their teaching or assess children's learning. Children's thinking, communication, and progression in relation to the learning outcomes are not fostered by current teaching practices.
- Infants' and toddlers' care needs are met however teachers' focus on tasks and routines limits children's opportunities to explore at their own pace. Across the service, teachers are beginning to investigate strategies that respond to children's preferences and choices, as well as social and emotional development needs.

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

Leaders have established some systems and processes to support teacher development; however, these have not yet led to a shared understanding of responsive curriculum design and implementation.

- A formal professional growth cycle for qualified teachers is in place. It is yet to support the sharing of relevant and targeted feedback that helps teachers to identify and act on areas for improvement.
- Qualified teachers have some access to professional learning while learning opportunities for unqualified teachers and the team as a whole are limited. Professional conversations that share expectations and new learning are intermittent, informal and undocumented which restricts teachers' ability to build shared understanding of quality teaching and learning.
- Infrequent staff meetings focus on operational matters, the planning of activities, common issues and challenges related to children's behaviour. There is little opportunity for teachers to collaboratively reflect on their teaching and what impact this is having on children or to purposefully plan to extend children's learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership is beginning to identify and respond to barriers to learning for some children.

- Leadership has begun to use internal evaluation to identify areas for improvement and plan actions. Evaluation processes remain at an early stage, with limited evidence of systematic analysis and evaluation of the impact of changes on teaching practice and outcomes for children.
- Leadership has identified a need to better respond to older children to support their social and emotional needs and engage them in learning. These concerns are beginning to be discussed within the team and there is not yet enough shared understanding to ensure teachers respond consistently.
- Leaders work collaboratively with external agencies to provide support for children with diverse learning needs. They have identified and implemented some useful strategies to introduce simple English words and phrases to those children who have English as a second language.

Stewardship through effective governance and management | Te Whakaruruhau

Those responsible for governance and management have developed some plans and processes to support decision-making and improvement.

- A strategic plan outlines the service's priorities in relation to governance, teaching and learning and collaborative relationships. It is not sufficiently developed to support leaders to take specific action or understand whether progress is being made.
- Systems to gather parents' aspirations are partially implemented. While some information is collected, it is not clearly used to inform children's learning, decision making or service priorities.
- Governance is developing awareness of required systems to maintain operations and promote improvement. Clear understanding of policies, alignment to the service's context, and monitoring of effectiveness remain at an early stage.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Love and Joy Early Learning Centre Limited 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 Areas of Concern

ERO found area of concern in the service relating to:

- ensuring that children do not have access to liquids while in bed.

Licensing Criteria for Early Childhood Education and Care Centres 2008; HS9.

9 Where to next for improvement?

Love and Joy Early Learning Centre Limited will include the following actions in its quality improvement planning:

- Develop teachers' knowledge of the expectations and learning outcomes of *Te Whāriki* and implement teaching for infants and toddlers that promotes these.
- Build teachers' and leaders shared understanding of teaching strategies that build social and emotional competence for older children and implement these.
- Develop collective capability in internal evaluation, including gathering and analysing evidence, evaluating the impact of practice, and using findings to inform ongoing improvement.

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

30 July 2026

10 Information About the Service

Service Type	Education and care service
Number licenced for	58 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Chinese 32%, Indian 16%, Tongan 11%, Middle Eastern 10%, Bangladeshi 9%, Samoan 3%, Southeast Asian 3%, other Asian 8%, other Pacific 1%, other ethnic groups 7%
Service roll	68
Review team on site	March 2026
Date of this report	30 July 2026
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, June 2023

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.