



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little Minds Early Learning Centre

Profile Number: 47796

Location: Whalers Gate, New Plymouth

1 ERO's judgement of Little Minds Early Learning 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

Little Minds Early Learning Centre is a privately-owned early childhood service. There are four age-based rooms with shared outdoor areas. The service's philosophy, vision and values emphasise the importance of happy, independent, competent learners embracing a culture of fun, appreciation, belonging and connection. The leadership team includes a centre manager, and an assistant manager/head teacher who works alongside three other head teachers.

4 Progress since the previous ERO report

ERO's 2023 report identified a key next step to strengthen the extent to which information documented about children's learning reflects their identity, languages and cultures. Good progress has been made in this area.

There has been a focus on the cultural identities of all learners with a particular focus on Māori learners. This has contributed to kaiako increasing their knowledge and understanding of tikanga Māori and te reo Māori. Strategies to provide a curriculum that reflects te ao Māori (the Māori world) and understanding of what this looks like in teacher practice has been a deliberate focus through professional learning opportunities for leaders and teachers.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a curriculum enhanced by teaching practices that reflect a culture of care and respect where kaiako are responsive to children's individual needs and preferences.

- Infants and toddlers experience caring and nurturing interactions with kaiako. Their social and emotional skills are well-supported, and they demonstrate curiosity and independence.
- Well considered intentional teaching strategies, such as listening carefully to children, repetition of language and useful questioning foster children's sustained play, creativity, wonderings, critical thinking and decision-making at this service.
- Kaiako engage well with parents and whānau to develop learning goals for each children and to involve families in the curriculum. They document how they respond to parent's aspirations for children's learning in individual assessment records.

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

Clear expectations, through embedded shared understandings of what good practice looks like, positively contribute to kaiako working collaboratively.

- A range of approaches including kaiako inquiry, professional growth and service-wide evaluation has informed and contributed to improved kaiako practices that focus on supporting learner outcomes.
- Kaiako are growing their evaluation skills. The quality of internal evaluation is variable across the service.
- Children's learning of te reo Māori is supported by leaders and kaiako with culturally relevant knowledge and expertise. Kaiako are beginning to develop their understanding of how they can more intentionally respond to Pacific learners.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work collaboratively to enact the service's vision and priorities for children's learning.

- Leaders drive the service's strategic direction to achieve its goals and priorities for improvement.
- A shared leadership approach promotes agreed understandings of expectations and improvements.
- Leaders capably support and provide the conditions that enable kaiako to grow their professional knowledge and practice.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing is fore fronted in decision-making across all levels of the service.

- Children who require additional learning resources are well supported by leaders and teachers through collaboration with external agencies.
- Regular reporting and monitoring, shared between management and governance, contributes to informed decision-making about resourcing and progress towards strategic priorities.
- Governance systems and processes remove barriers and promote access to learning for all children.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little Minds Early Learning 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?

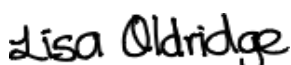
Little Minds Early Learning Centre will include the following actions in its quality improvement planning:

- For kaiako to grow their understanding and intentional use of teaching strategies that support the educational success of Pacific learners.
- Build the collective capability of kaiako to understand how to do and use internal evaluation processes 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.](#)



Lisa Oldridge
Director of Early Childhood Education (Acting)

27 June 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	83 children, including up to 25 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 15%, NZ European/Pākehā 90%, Indian 13%, European 7%, Pacific 2%, other ethnic groups 13%
Service roll	91
Review team on site	May 2025
Date of this report	27 June 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, July 2023; Akanuku Assurance Review, January 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.