

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kindy Bubz

Profile Number: 30282

Location: Chartwell, Hamilton

1 ERO's judgement of Kindy Bubz 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

Kindy Bubz is one of four services under the same ownership. A centre leader oversees the operation of each service and works alongside the owner who is actively involved on a daily basis. The philosophy places value on connection, confidence, collaboration, creativity and curiosity. This service enrolls children up to two years of age.

4 Progress since the previous ERO report

ERO's 2022 report identified two improvement actions:

- Increase use of the learning outcomes in *Te Whāriki*, the early childhood curriculum, across assessment and planning.
- Identify and use intended learning outcomes for children within evaluation, to better monitor and evaluate the impact of actions and gauge what is working well, and for which groups of children.

There has been significant progress in relation to both improvement actions. A clear strategic plan aligned with these actions has enabled governance and management to make purposeful improvements and effectively monitor and evaluate progress over time.

Curriculum planning prioritises deliberate teaching strategies that respond to children and value parents as partners in learning. Governance and leaders have embedded clear assessment processes that teachers capably use to plan for and evaluate children's learning.

Teachers and leaders demonstrate a strong understanding of how to use evaluation for improvement and support positive learning outcomes for children. Targeted professional learning has deepened teachers' knowledge of how children learn, enabling them to respond effectively to each child's strengths, abilities and diverse needs.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers effectively use guidance and expectations to design and implement a responsive curriculum in partnership with parents and whānau.

- Teachers provide responsive learning environments that foster children’s interests, independence and decision making, enabling their participation in rich learning experiences. They skilfully use intentional teaching strategies that support children’s developing social and emotional competencies.
- Infants and toddlers experience an environment in which teachers are highly responsive to their verbal and non-verbal cues. Well-considered teaching approaches effectively support children’s developing oral language, literacy and numeracy learning within a play-based curriculum.
- Tamariki Māori and children of other ethnicities have meaningful opportunities to hear, see and experience their culture. This is clearly reflected in the environment, assessment information and internal evaluation documents.
- Transitions into and through the service are highly responsive to each child and their family. Collaborative processes between Kindy services, teachers and whānau ensure smooth transitions to the next service and support children’s wellbeing and learning very well.

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

High levels of relational trust between teachers and leaders supports continuing improvement in professional knowledge and practice to implement a rich curriculum for all children.

- An effective professional growth process enables teachers and leaders to collaborate and critique their practice. Clear evidence shows that teaching practices are adapted to impact positively on children’s learning.
- Effective mentoring by leaders supports teachers to maintain high-quality planning and assessment practices. Ongoing professional learning contributes to teachers’ consistent responsiveness to children’s learning needs.
- Responsive and reciprocal partnerships with parents underpin teaching practices, enhancing meaningful connections with families. Teachers use a range of purposeful strategies to share information about children’s learning and wellbeing, gather parent feedback and to include home contexts and knowledge into assessment and goal setting for children’s learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders effectively implement systems and processes that monitor and evaluate curriculum design, implementation and teaching practices that promote positive outcomes for all children.

- Leaders have implemented effective systems and processes to regularly review and improve practices. They have worked with families to build a shared understanding of the service's philosophy and to define meaningful learning priorities that guide teaching.
- Trusting relationships at all levels support strong collaboration and ongoing improvement across the service. Leaders model high expectations and professional practice based on strong theoretical knowledge, which contributes to better outcomes for children.
- A coherent internal evaluation process gathers a range of perspectives, including those of whānau, and uses robust data to make meaningful changes to the environment, curriculum and service operations. Leaders and teachers are refining the evaluation framework to better align with the service's identified priorities, as this is not yet fully embedded.

Stewardship through effective governance and management | Te Whakaruruhau

Governance, in partnership with parents, has developed a shared understanding of the service's philosophy, values and priorities for children's learning across the four services.

- A comprehensive strategic plan that aligns internal evaluation and staff professional development has effectively supported collective growth and sustained improvement. Leaders and teachers work collaboratively across the organisation to achieve shared goals.
- Governance prioritises the wellbeing of children within the context of their families and places high value on building a strong sense of community. By facilitating participation in local cultural events, governance has actively worked to strengthen relationships with community groups for the benefit of children.
- Governance provides the conditions that enable leaders and teachers to continually strengthen teaching practice and improve outcomes for children. Strong relational trust and connections with external educational networks support the team's ongoing professional learning.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kindy Bubz 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?

Kindy Bubz will include the following actions in its quality improvement planning:

- Strengthen the use of evaluation for improvement by refining the current framework and identifying quality indicators that align to identified priorities and support better outcomes for learners.

Kindy of Queenwood governance will include the following action in its quality improvement planning:

- In partnership with whānau and leaders, monitor and evaluate how well strategic goals are being achieved to show equitable outcomes for all children and guide ongoing decision making.

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

2 December 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	25 children, including up to 25 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 15%, NZ European/Pākehā 68%, other ethnic groups 17%
Service roll	31
Review team on site	August 2025
Date of this report	2 December 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, February 2022; Education Review, June 2017

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.