



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kindy Totz

Profile Number: 30313

Location: Chartwell, Hamilton

1 ERO's judgement of Kindy Totz 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 Totz 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 two- and three-year-old children.

## 4 Progress since the previous ERO report

ERO's 2022 report identified four improvement actions:

- For governance, leaders and teachers to inquire into teaching and learning theories that underpin play-based learning, particularly practices that support child agency and choice.
- Increase use of the learning outcomes of *Te Whāriki*, the early childhood curriculum, across systems, processes and practices.
- Strengthen evaluation by seeking and responding to parent, whānau and wider community views on priorities for children's learning.
- Continue to develop the local curriculum to ensure all children's cultures, languages and identity are affirmed and supported.

There has been significant progress in relation to all four improvement actions. A clear strategic plan aligned with these actions, and prioritising the perspectives of whānau Māori, has enabled governance and management to make purposeful improvements and effectively monitor and evaluate progress over time.

Targeted professional learning and curriculum planning have resulted in a fully child-led curriculum that responds meaningfully to children's interests and enables them to make decisions about their learning. Teachers' professional growth cycles align with centre-wide inquiries, improving their curriculum knowledge and shared understanding of the learning outcomes in *Te Whāriki*. A robust, collaborative evaluation process has been implemented that includes parent perspectives and cultural aspirations that inform priorities for children's learning. Teachers recognise children's cultures and languages in assessment and planning, using parent input and cultural celebrations to provide meaningful curriculum experiences.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Teachers provide skilful and responsive teaching that supports children's learning and wellbeing through strong partnerships with whānau, inclusive practices, and a rich, play-based curriculum.

- Teachers consistently support children's social and emotional development by acknowledging their thoughts and feelings and modelling self-regulation strategies. Children are given time and space to explore ideas deeply and contribute meaningfully to their peers' learning.
- Teachers provide parents with formal and informal opportunities to meaningfully contribute to children's learning. Individual planning, in partnership with families, is responsive to each child's abilities, needs and interests.
- Teachers consistently use a variety of purposeful strategies to engage children in a play-based curriculum rich in literacy and numeracy, closely linked to their individual and group interests. Teachers plan carefully for children transitioning in and out of the service and for children with diverse learning needs through inclusive practices by responding to their individual learning needs.
- Children's learning is effectively documented, clearly showing their progress over time in relation to *Te Whāriki* learning outcomes. Leaders have identified that evaluation of group planning and use of this information to support continuous improvement is not yet embedded.

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

Teachers and leaders demonstrate collaborative practices that support children's learning through inquiring into how they can improve and by being culturally responsive and intentional in their teaching.

- Teachers regularly gather and respond to the perspectives and knowledge of whānau Māori and diverse cultures to guide curriculum planning. This supports a responsive curriculum that reflects shared priorities for children's learning.
- Teachers actively grow their professional knowledge and expertise through ongoing inquiry and deliberately make improvements to their teaching practice. They respond purposefully to children's interests, using observations to guide intentional and responsive teaching.
- Leaders and teachers engage in regular and relevant professional learning to develop knowledge and new skills, that are aligned to the service's strategic priorities and to better respond to children's learning needs.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Strong leadership and improvement systems guide teaching and curriculum decisions, with a clear focus on supporting children's learning and deepening teachers' evaluative practice.

- Systems for quality improvement are well embedded and contribute to positive change in teaching practices and the curriculum. A shared understanding of the service's philosophy and learning priorities consistently guides teaching practice and leaders' decision-making.
- A high level of relational trust between leaders and teachers is in place. Leader's role model professional accountability that contributes to effectively supporting professional practise.
- Leaders' mentoring of teachers strengthens their critical reflection and professional inquiry. Together, they are deepening their focus on evaluating changes to better understand their impact for specific groups of learners.

### 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 Totz 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 Totz will include the following actions in its quality improvement planning:

- For leaders and teachers to regularly monitor and evaluate group planning and collective teaching practice to demonstrate sustained improvement over time.

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	30 children over the age of 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 6%, NZ European/Pākehā 46%, Chinese 9%, Australian 6%, Filipino 6%, Niuean 3%, other ethnic groups 24%.
Service roll	26
Review team on site	August 2025
Date of this report	2 December 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	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)*.

	<b>Above the threshold for quality</b>
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.
	<b>Below the threshold for quality</b>
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.