



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kindy Tweenz

Profile Number: 30088

Location: Hamilton Central

1 ERO's judgement of Kindy Tweenz 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 Whakaruruahu	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
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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 Tweenz 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 enrols children between three years and school age.

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 has enabled governance and management to make purposeful improvements and effectively monitor and evaluate progress over time.

A collaborative review of the service's philosophy alongside parents, including input from whānau Māori, helped identify shared priorities for children's learning and strengthened practices that support children's decision-making and choice. Planning for individual children has deepened teachers' understanding and use of the learning outcomes of *Te Whāriki* and enabled teachers to be more responsive to whānau aspirations. Teachers continue to affirm and include the languages and cultural celebrations of all children, leaders have identified this is an area for ongoing development.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a rich curriculum that meaningfully responds to their individual interests, strengths and dispositions.

- Teachers intentionally engage in conversations and provide play-based literacy and numeracy experiences that enable children to explore and develop their social and emotional skills with and alongside their peers. Children’s understanding and use of oral language, print and early numeracy is fostered through purposeful group planning that clearly aligns with their interests.
- Well considered teaching strategies promote children’s problem solving and decision-making and extend their learning. A predictable daily routine enhances children’s ability to participate and take on leadership responsibilities.
- Children hear, see and regularly experience elements of their home cultures through group times and in the environment. Teachers are increasingly using te reo Māori and including aspects of tikanga Māori as part of the daily curriculum.
- Children with additional learning needs are well supported to fully participate in an inclusive curriculum that is highly responsive to their learning goals. Teachers work closely in partnership with parents and external agencies to support these learners.

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

Teachers, with strong support from leaders, continue to build their professional knowledge and expertise to implement a responsive and rich curriculum that supports positive outcomes for all children.

- An effective professional growth process, ongoing mentoring and targeted professional learning enable teachers to examine and make changes to their practice that impact positively on outcomes for children. Teachers are knowledgeable about early learning approaches, theorists and improvement frameworks, and use these well to guide and improve their practice.
- Teachers have intentionally strengthened partnerships with parents, gathering cultural information and aspirations for each child’s learning that materially influence planning and teaching. Parents have many opportunities to develop their sense of belonging through engagement at regular events.
- Teachers clearly document children’s learning in ways that effectively identify and evaluate their learning and progress over time in relation to the learning outcomes of *Te Whāriki*. Leaders have identified that evaluation of group planning and use of this information to support continuous improvement is not yet embedded.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders model and facilitate high relational trust with teachers and parents, which enables collaboration that clearly supports improvement.

- Leadership sets high expectations for professional practice, based on strong theoretical knowledge that contributes to sustained improvement in outcomes for children. In partnership with the learning community, leaders have identified meaningful learning priorities that are clearly reflected in the daily curriculum.
- Leaders engage in deliberate and systematic internal evaluation that aligns with identified improvement priorities. Extensive professional learning has built a high level of organisation-wide capability in using evaluation to support leaders and teachers to collaboratively make continuous improvement.
- Systems are in place to ensure the effective operation and regular review of policies and practices. Leaders actively monitor the curriculum, teaching practices and engagement with families, responding with timely professional learning to build teacher capability.

Stewardship through effective governance and management | Te Whakaruruahu

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 Tweenz 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 Tweenz 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.

Kindyz 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 over 2 years of age
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 12%, NZ European/Pākehā 53%, Chinese 11%, Samoan 3%, other ethnic groups 21%
Service roll	54
Review team on site	July 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.