



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Real Kids Early Learning Centre

Profile Number: 46702

Location: Hobsonville, Auckland

1 ERO's judgement of Real Kids 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

Real Kids Early Learning Centre is led by a centre director and supported by an administration manager, classroom team leaders and a centre chef. Children learn in age-based rooms with dedicated indoor and outdoor spaces. The centre's philosophy aligns with the values of Reggio Emilia, which views children as capable, curious learners and encourages exploration, creativity, and strong partnerships with parents and whānau. The teaching team reflects the cultural diversity of the centre's community.

4 Progress since the previous ERO report

ERO's 2021 report identified two improvement actions related to enhancing children's connections to sustainable practices and opportunities for teachers to share their practice within the wider professional community to build sector-wide knowledge and skills.

Good progress has been made. Leaders and teachers actively promote environmental sustainability by giving children and whānau regular chances to explore and care for the natural world. Teachers share their knowledge with the wider early childhood community, helping to grow sector capability and support a culture of learning.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children lead and progress their learning confidently, enhanced by intentional teaching practices and carefully planned environments that reflect *Te Whāriki*, the early childhood curriculum, and Reggio-inspired principles.

- Teachers interact purposefully with children, offering encouragement and extending thinking well. Effective strategies are used to promote children’s vocabulary, communication, and early literacy experiences and learning.
- Teachers respond calmly and sensitively to infants and toddlers. They positively guide them, successfully helping them to regulate their emotions in a settled and secure environment where children play with confidence.
- Thoughtfully designed spaces build children’s capabilities to question, inquire, understand, explore and express ideas well in multiple ways. Children, alongside teachers, hear and speak a range of languages, contributing to learning about their own and other cultures.
- Curriculum planning and assessment effectively connects children’s learning over time, shows what learning is occurring and reflects who they are as learners. There is some variability in how explicitly children’s progress is evaluated and made visible through documentation.

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

Leaders and teachers collaboratively build their professional knowledge to provide a responsive curriculum for all children through ongoing reflection and shared growth.

- Regular, purposeful professional learning provides a strong platform for teachers to improve their practice, reflect together, and share new ideas. This effectively strengthens their teaching and confidence.
- Ongoing professional conversations and robust reflective feedback help teachers grow their culturally responsive practice and stay well-aligned with the service’s goals for improvement. Teachers continue to focus on building intentional strategies to support children’s te reo Māori and tikanga Māori literacy.
- Internal evaluation consistently strengthens practice across the service which positively impacts on children’s learning outcomes. There is some variability in how explicitly these impacts are communicated and documented, including showing which children benefit.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders effectively collaborate to enact and sustain the services priorities for improvement.

- Leaders clearly understand and carry out their roles within well-defined and coherent leadership structures. Ongoing communication strengthens their team approach, ensuring leadership is effectively shared and consistently improves practice across the service.
- Leaders use a well-designed mentoring process to strengthen practice, contribute to improvement and build the teams shared knowledge. A clear and intentional induction process supports this by giving new teachers a strong understanding of the centre's philosophy, expectations, and curriculum.
- Leaders show a commitment to ongoing professional learning and reflection. They contribute meaningfully to research projects in the wider early childhood sector, including focuses on infants and toddlers, visual learning and the arts.

Stewardship through effective governance and management | Te Whakaruruhau

Governance fosters a high trust model that strengthens relationships, enables effective leadership, open communication, and shared responsibility across the service.

- The owners have a clear vision where people are valued and trusted. They provide consistent and targeted support to their leaders and teachers, reinforcing practices and decision making focused on providing safe environments for children, their families and the staff.
- The positive organisational environment supports low staff turnover and helps maintain high adult-child ratios. Fostering of leadership, and allocation of consistent resourcing for learning and planning, promotes successful outcomes for children and adults.
- Governance maintains strong and systematic oversight of policy development and review, ensuring policies are updated and remain aligned with licensing and regulatory requirements. Health and safety are clearly prioritised.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Real Kids 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?

Real Kids Early Learning Centre will include the following actions in its quality improvement planning:

- Extend the use of te reo Māori within the curriculum and teaching practice.
- More explicitly show how changes made to teaching practices impact on outcomes for individuals and groups of learners through evaluation.

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

9 June 2026

9 Information About the Service

Service Type	Education and care service
Number licenced for	130 children, including up to 40 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 6%, NZ European/Pākehā 43%, Chinese 38%, Korean 9%, Tongan 2%, Fijian 2%, other pacific groups 2%.
Service roll	125
Review team on site	February 2026
Date of this report	9 June 2026
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, December 2021; Education Review, November 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.