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Real Kids Early Learning Centre

Education institution number: **46702**

Service type: **Education and Care Service**

Telephone: **021 627 458**

Definition: **Not Applicable**

Address: **327 Hobsonville Road, Hobsonville, Auckland**

Total roll: **131**

[View on map](#) 

Review Report

21 DEC 2021

Previous Review Report

09 NOV 2017

1 ERO's Judgements

Akarangi | Quality Evaluation evaluates the extent to which this early childhood service has 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*** (PDF 3.01MB) are the basis for making judgements about the effectiveness of the service in achieving equity and excellence for all learners. ***The Akarangi Quality Evaluation Judgement Rubric*** (PDF 91.30KB) derived from the indicators, is used to inform the ERO's judgements about this service's performance in promoting equity and excellence.

ERO's judgements for Real Kids Early Learning Centre are as follows:

Outcome Indicators	ERO's judgement
What the service knows about outcomes for learners	Kia rangatira ai te tipu Excelling

Ngā Akatoro Domains	ERO's judgement
He Whāriki Motuhake The learner and their learning	Kia rangatira ai te tipu Excelling
Whakangungu Ngāo Collaborative professional learning builds knowledge and capability	Whakawhanake Sustaining
Ngā Aronga Whai Hua Evaluation for improvement	Kia rangatira ai te tipu Excelling
Kaihautū Leaders foster collaboration and improvement	Whakawhanake Sustaining
Te Whakaruruhau Stewardship through effective governance and management	Whakawhanake Sustaining

2 Context of the Service

Real Kids Early Learning Centre is privately owned. The owners oversee governance and management. The centre director leads the teaching team, supported by four registered team leaders. Children are cared for in separate learning areas, grouped according to their age and individual needs. The centre is supported by an administration manager and chef/nutritionist.

3 Summary of findings

Children demonstrate a sense of belonging in the centre and are accepted for who they are. Teachers build strong collaborative relationships and learning partnerships with children and their whānau. Families have regular opportunities to contribute to the curriculum, which promotes effective learning and enriches children's mana.

Children are highly engaged in their learning due to teachers' intentional practices and use of the environment to provide rich learning experiences. Younger children have opportunities to lead their learning at their pace, through teachers' responsive and unhurried interactions with them. The principles and strands of *Te Whāriki*, the early childhood curriculum, are used well to plan for and assess children's learning.

Children with additional needs have access to high quality, inclusive education. Leaders and teachers identify and remove barriers to a child's full acceptance, participation, and learning. Service leaders advocate for these children and work with their whānau and relevant external agencies to ensure children's equity and access to the curriculum.

Leaders and teachers are highly reflective and committed to working together to promote ongoing, positive learning outcomes for children. Strong internal evaluation is a driving force behind the service's focus on priorities for learning and addressing inequities and priorities in the local community. Empowering children to recognise, and be advocates for, equity is a feature of the service's guiding beliefs and ideals.

Service leaders have created effective organisational conditions to sustain high-quality learning conditions. These include:

- leaders' actions and decision making guided by a strong ethos on promoting equity through the distribution of resources based on the needs of the children, their whānau and the local community
- teachers engaging in research, innovative professional learning, locally and internationally, to build professional knowledge, and sharing their knowledge, learning and expertise in the sector
- effective internal evaluation of the curriculum
- recruitment, selection, induction and appraisal of capable teachers and staff.

Those responsible for governance and management connect with community organisations to support equitable education outcomes, and initiatives that contribute to positive social and community priorities.

4 Improvement actions

Real Kids Early Learning Centre will include the following actions in its Quality Improvement Planning:

- Continue to provide children and whānau with opportunities to connect to, respect and care for the environment to enhance sustainable practices.
- Extend opportunities for teachers to share their knowledge, expertise, and practice with the wider professional community to build sector wide knowledge and skills.

5 Management Assurance on Legal Requirements

Before the review, the staff and management of Real Kids Early Learning Centre completed an *ERO Centre 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 systems for managing the following areas that have a potentially high impact on children's wellbeing:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; hygiene; excursion policies and procedures)
- suitable staffing (including qualification levels; police vetting; teacher registration; ratios)
- evacuation procedures and practices for fire and earthquake.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.

Phil Cowie

Acting Director Review and Improvement Services (Northern)

Northern Region | Te Tai Raki

21 December 2021

6 About the Early Childhood Service

Early Childhood Service Name	Real Kids Early Learning Centre
Profile Number	46702
Location	Hobsonville, Auckland 02
Service type	Education and care service
Number licensed for	130 children, including up to 40 aged under 2
Percentage of qualified teachers	100%
Service roll	130
Ethnic composition	Māori 2%, NZ European/Pākehā 41%, Chinese 22%, Indian 8%, Korean 7%, Filipino 4%, other European 8%, other Asian 5%, other ethnic groups 3%
Review team on site	August 2021
Date of this report	21 December 2021
Most recent ERO report(s)	Education Review, November 2017

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