



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Happy Hearts Early Learning Centre - Red Beach Ltd

Profile Number: 48067

Location: Red Beach, Auckland

1 ERO's judgement of Happy Hearts Early Learning Centre - Red Beach Ltd 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

This family-owned service was opened in 2022 and is one of two services under the same ownership. The service's philosophy values relationships and embraces diversity.

A new centre manager was appointed in May 2024. They lead the team with support from three head teachers across three age-defined rooms. The manager is responsible for daily operations with support from the owners. The head teachers collaborate with the wider teaching team to provide the curriculum.

4 Progress since the previous ERO report

This is the first ERO evaluation of the service.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a curriculum that responds to their growing interests and capabilities, supporting their independence and decision making.

- Children engage in sustained interactions with each other and their teachers and make choices about their learning. Infants and toddlers benefit from responsive teaching practices that prioritise their sense of belonging and recognise their individual needs.
- Assessment for children's learning clearly identifies children's interests, learning goals and progress. There is yet to be a consistent approach to planning for individual children's learning.
- A range of useful teaching strategies, such as specific praise and revisiting previous learning, are used by teachers. The effectiveness of these strategies to progress children's learning is not known.
- Teachers purposefully incorporate early literacy strategies in their practice, such as role-modelling oral language and reading stories. A school readiness programme for older children, with a clear focus on literacy and numeracy learning, is in the early stages of implementation.

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

Leaders are taking steps to build the teaching team's capability and capacity to provide a curriculum that aligns to the service's priorities for learning.

- Teachers and leaders undertake a wide range of relevant professional learning and development. It is too soon to know the effectiveness of these to improve teaching practice and children's learning.
- A formal professional growth cycle is well aligned with strategic goals and is in the early stages of implementation.
- Teachers and leaders are taking steps to develop their proficiency in the use of te reo Māori and integration of tikanga Māori into the curriculum. A teacher with expertise in te reo Māori models its meaningful use to support the development of a bicultural curriculum.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are establishing a strategic approach to improve the quality of teaching practice.

- A process for internal evaluation has been established. Leaders and teachers are at an early stage of building a shared understanding of its purpose and use for improvement.
- The centre manager utilises informal leadership networks to strengthen their understanding of quality practice. Formal mentoring for the centre manager is not yet in place.
- Leaders provide frequent mentoring and feedback to teachers to guide their understanding and practice. Some teachers can articulate how this is changing their teaching.

Stewardship through effective governance and management | Te Whakaruruhau

Governance intentionally allocates resources to promote positive outcomes for children.

- Governance removes barriers for children to access and participate in learning. They work collaboratively with external agencies to support children with additional learning needs to learn inclusively with others.
- Decision making supports positive conditions for teachers to build their capability and promote quality provision.
- Governance has developed a clear and detailed strategic plan that outlines key focus areas and goals. This is in the early stages of enactment.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Happy Hearts Early Learning Centre - Red Beach Ltd 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?

Happy Hearts Early Learning Centre - Red Beach Ltd will include the following actions in its quality improvement planning:

- Develop and implement clear expectations for curriculum design, planning and assessment to promote a consistent approach across the service.
- Develop the confidence and competence of the teaching team to use te reo Māori and implement tikanga Māori meaningfully through the curriculum.
- Embed professional growth cycle and mentoring processes to support teachers to inquire into aspects of their teaching and identify shifts in practice.

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

8 December 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	87 children, including up to 27 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 14%, NZ European/Pākehā 78%, South African 6%, English 5%, Indian 4%, Pacific 2%, other ethnic groups 11%
Service roll	83
Review team on site	August 2025
Date of this report	8 December 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	First ERO report for the service

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.