

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Treetops ELC Botany

Profile Number: 10240

Location: Botany, Auckland

1 ERO's judgement of Treetops ELC Botany 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

Treetops ELC Botany is one of three privately owned centres with common ownership. A centre director has oversight of daily operations. She is supported by a qualified centre manager and a team of staff.

Children enrolled in this service come from culturally diverse backgrounds. Many children have English as an additional language including a high number from Indian, Asian, Māori and Pacific heritages. Children are grouped according to age in three separate rooms, each with access to outdoor areas.

The centre's philosophy is underpinned by *Te Whāriki*, the early childhood curriculum, and inspired by the theories and practices of Reggio Emilia. The curriculum emphasises respecting children as capable, competent learners, fostering trust in them as initiators and explorers of their own learning.

4 Progress since the previous ERO report

The 2021 ERO report identified two improvement actions: enhancing teachers' knowledge of high-quality practice and using input from children, parents, whānau, and the community, along with evaluations, to strengthen partnerships with these groups. Significant progress is evident in these areas. Leaders have implemented strategies aligned to supporting quality improvement. Evidence of impact is well articulated by service leaders and is visible in teacher's professional growth cycle documents.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children benefit from a play-based, inclusive, and culturally responsive curriculum and a purposeful learning environment that foster strong relationships, confidence and leadership skills.

- The learning environment is welcoming and peaceful, creating a calm and inviting space for sustained play. Teachers are intentional in resourcing the environment, supporting children's learning and exploration while fostering wonder and creativity.
- Teachers promote culturally responsive practices by integrating te reo Māori and celebrating home languages, thereby strengthening children's sense of identity.
- Infants and toddlers learn in unhurried environments where they are encouraged to lead their play. Teachers respond sensitively to verbal and non-verbal cues, promoting a strong sense belonging.

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

Leaders support professional knowledge and expertise, which is embedded in the design and implementation of a holistic curriculum.

- Leaders and teachers provide an inclusive, responsive curriculum for all children. They engage in a range of professional learning and development, aligned to teachers' inquiries and service priorities, to further build their knowledge and expertise.
- The professional growth cycle builds teachers' knowledge, understanding and capability through critical feedback from leaders. They have yet to evaluate how shifts in practice have impacted on children's outcomes.
- Teachers value the centre's diverse cultures and actively seek input from parents and whānau in curriculum design, fostering strong learning-focused partnerships. However, they have yet to actively explore the foundations and processes that support children's pathways to school in collaboration with whānau.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The organisation continues to prioritise the enhancement of leadership capability and maintenance of high-quality teaching practices.

- A high level of collective and relational trust supports ongoing improvements in curriculum provision and operational systems. Leaders develop internal expertise and grow leadership capability.
- There is a shared understanding of the service's philosophy, goals and priorities for children's learning. Leaders align resources to implement the philosophy and advocate for children's access to high-quality, inclusive education and care.
- Leaders and teachers continue to build their capability in using evaluation for improvement. The service's evaluation findings have yet to demonstrate how improvement actions contribute to equitable outcomes for specific groups of learners.

Stewardship through effective governance and management | Te Whakaruruhau

Governance and management systems and processes are effectively guided by the philosophy, vision values and priorities for learning.

- Leaders make decisions with children's learning and wellbeing as the primary consideration, resulting in consistent, high-quality provision for children over time.
- Policies, procedures, and practices continue to be refined and implemented to support recruitment, retention and induction. A focus on staff wellbeing ensures teachers have time and space to build positive relationships with children and whānau.
- Leaders use a range of information to develop and continuously improve strategic priorities. Their effective monitoring and review of procedures and practices promote the health and wellbeing of children.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Treetops ELC Botany 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?

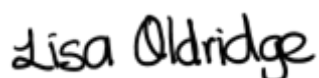
Treetops ELC Botany will include the following actions in its quality improvement planning:

- Improve internal evaluation by consistently recording outcomes for groups of learners and individuals to identify how equitable practices are.
- Explore the foundations and processes that support children's pathways to school in partnership with whanau.

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.](#)



Lisa Oldridge
Director of Early Childhood Education (Acting)

8 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	80 children, maximum of 25 under twos children
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 6%, NZ European/Pākehā 24%, Chinese 27%, Filipino 13%, South African 5%, Pacific 4%, Vietnamese 3%, Afghani 3%, European 3%, other ethnic groups 6%
Service roll	62
Review team on site	December, 2024
Date of this report	8 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, April 2021 ; Education Review, April 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.