

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Treetops ELC Botany Junction

Profile Number: 20222

Location: Botany, Auckland

1 ERO's judgement of Treetops ELC Botany Junction 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 Junction 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 having English as an additional language. The centre includes a high number of children from Indian, Asian, Māori and Pacific heritages. Children are grouped by 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 three improvement actions related: to designing and implementing responsive curriculum that is consistent with *Te Whāriki*, assessment practices that record children's developmental progress and trajectory of learning over time and strengthening the implementation of documented internal evaluation processes. Significant progress is evident.

These practices have been sustained and continued improvement is evident. 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. Teachers engage in meaningful professional learning and development that aligns to improvement actions.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers provide a play-based, inclusive and culturally responsive curriculum, underpinned by *Te Whāriki*.

- Infants and toddlers learn in a calm, unhurried environment that teachers intentionally create and plan. This environment allows them the time and space to lead their own play, benefiting from rich conversations with adults and demonstrating a strong sense of belonging and confidence.
- Teachers support children's self-regulation and emotional wellbeing, intentionally resourcing the learning environment to encourage exploration and learning. Interactions between teachers and children are sustained, responsive and respectful.
- Children's interests, dispositions and support needs are considered in planning. Continuity between learning stories is yet to be improved to clearly show children's progress aligned with learning outcomes of *Te Whāriki*.

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 children's outcomes.
- Teachers value the centre's diverse cultures and actively seek input of parents and whānau in curriculum design. This fosters a learning-focused partnership and strengthens the sense of community and belonging.

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.

Governance and management systems and processes are effectively guided by their 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 Junction 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?

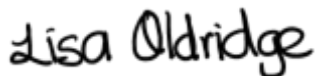
Treetops ELC Botany Junction will include the following actions in its quality improvement planning:

- Improve internal evaluation by consistently recording outcomes for groups of learners and individuals to identify how equitable practices are.
- Refine curriculum assessment and planning by consistently showing children’s progress and outcomes over time, aligned to the learning outcomes of *Te Whāriki*.

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	75 children, including up to 35 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 5%, NZ European/Pākehā 5%, Chinese 30%, Indian 26%, Filipino 8%, Fijian 6%, Samoan 5%, English 5%, Cambodian 5%, Tongan 3%, Cook Island 3%, other Pacific groups 2%, European 3%, Malaysian 3%, Ukrainian 3%, other ethnic groups 9%.
Service roll	66
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, November 2021; Education Review, November 2015

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.