



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Magic Garden Early Education Limited

Profile Number: 10272

Location: Northcross, Auckland

1 ERO's judgement of Magic Garden Early Education Limited 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
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## 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

Magic Garden Early Education Limited was previously known as Magic Garden Care and Education Centre. Governance is provided by the current owner/centre manager, and this is ERO's first review of the service under the current ownership. Some staff including the pedagogical leader employed by the previous owner, continue to work at the service. There are three rooms, each providing for different age groups. The children enrolled reflect the culturally diverse community. Team members have been intentionally employed to reflect the cultures of families and promote the philosophy. The curriculum is Reggio Emilia inspired and aligns with *Te Whāriki*, the early childhood curriculum.

## 4 Progress since the previous ERO report

The current owner indicated that areas identified for improvement in ERO's 2020 report remain relevant. These were to further acknowledge children's cultures and parents' aspirations for children, and to make clearer links to demonstrate children's learning over time. Good progress has been made in gathering and using parents' aspirations to inform assessment and planning and to demonstrate children's learning over time. More work is required to show the language, culture and identity of individual children in the environment and in their assessment records. The teaching team continues to grow their consistent use of the curriculum framework in documentation.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

The enacted curriculum is inclusive, and children's development is well-supported through an environment designed to encourage wondering and creativity.

- Teaching strategies promote children's agency, decision-making and engagement in sustained play. Documentation does not consistently show how well planned teaching strategies have supported children's learning.
- Younger children's learning and development benefits from teachers' encouraging, respectful, interactions, and attention to their comfort and care. Children with additional learning needs experience positive outcomes and are well-supported within the curriculum.
- Assessment records make children's interests, dispositions, learner identity, skills and teachers' response to gathered parental aspirations visible. Teachers' response to individual children's languages and cultures is not consistently evidenced within documentation.

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

Leaders increasingly enable teachers to grow their professional knowledge and expertise to design and implement a curriculum that is responsive to most children.

- Teachers integrate aspects of Te Ao Māori within the daily curriculum, and children participate in relevant cultural celebrations. Teachers add cultural artifacts within the environment, use children's home languages and build relationships with them to foster a sense of belonging.
- Teachers benefit from clear expectations and ongoing mentoring. They have regular opportunities to collaborate and grow their leadership capability through shared responsibilities within their teams.
- Teachers engage in relevant professional learning and development opportunities and reflect upon shifts in their teaching practice. Documentation identifying the shifts in practice and their impact for specific groups of children requires strengthening.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leaders support teachers' professional growth through enabling them to debate, negotiate, problem-solve and reflect critically on relevant aspects of their teaching practice and curriculum.

- Leaders model and expect collective responsibility for the wellbeing and learning of children. They collaborate with the local school and promote a curriculum to support children's learning continuity and their effective transition to school.
- Leaders promote the service's philosophy and priorities for children's learning through allocating sufficient time, staffing and the resources to enable their implementation.
- There is a useful process for spontaneous self-review that results in some changes. Internal evaluation practices do not yet show how change have made a difference for individual and groups of children.

### **Stewardship through effective governance and management | Te Whakaruruhau**

Children's learning and wellbeing are at the forefront when making decisions to support the provision of a quality curriculum.

- Leaders and teachers enact the service's strategic priorities through plans, policies and initiatives such as a curriculum framework. Specific strategic goals with a focus on outcomes for children and whānau, and specific indicators to measure success, are not evident.
- Established connections with local iwi and schools support children's transitions and learning.
- Governance prioritises creating a positive working environment for teachers, to enable the building of quality relationships with children and whānau.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Magic Garden Early Education Limited 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?

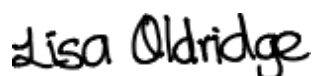
Magic Garden Early Education Limited will include the following actions in its quality improvement planning:

- For leaders and teachers to evaluate and record the effectiveness and impact of their teaching strategies and curriculum to know the difference they have made for individual children and groups of learners.
- To consolidate leaders' and teachers' knowledge and use of effective internal evaluation and clearly show what is working well or not for individuals and groups of learners.

#### 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.\*](#)



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Director of Early Childhood Education (Acting)

15 April 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	150 children, including up to 32 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 1%, NZ European/Pākehā 57%, Chinese 23%, other ethnic groups 19%
Service roll	112
Review team on site	October 2024
Date of this report	15 April 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review, January 2020; Education Review, March 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)*.

	<b>Above the threshold for quality</b>
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.
	<b>Below the threshold for quality</b>
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.