

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Apple Tree Childcare Centre Ballyboe

Profile Number: 46071

Location: Albany, Auckland

1 ERO's judgement of Apple Tree Childcare Centre Ballyboe 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

Apple Tree Childcare Centre Ballyboe is one of two privately owned services. A governance team oversees operations, with a centre director supporting both services. Each service has its own centre manager who guides and supports the teaching teams through programme planning and day-to-day operations. Since the previous ERO review, and more recently, there have been significant staff changes. The centre's philosophy prioritises relationships and cultural diversity through inclusive practice.

4 Progress since the previous ERO report

The 2021 ERO report detailed two improvement actions:

- continue to work collaboratively to develop teachers' professional knowledge and expertise to improve planning and build cultural competencies
- embed internal evaluation practices to increase kaiako and leaders' capability to do and use internal evaluation for improvement.

Good progress has been made in both areas. Teachers plan intentionally for cultural celebrations as part of a programme that aligns with parents' cultural aspirations. Cultural resources within the learning environment, along with a diverse teaching team, support children's opportunities to learn about their own and others' cultures, including exposure to the home languages of some of their peers.

Leaders have refined the internal evaluation framework. Learning outcomes for children, teachers, and families are clearly identified and planned for. Teachers have regular opportunities to contribute to evaluation practices and are continuing to deepen their understanding of the internal evaluation process. As a result of these planned evaluations, teachers and leaders have made changes to their practices, which support improved learning outcomes for children

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children learn through a play-based curriculum, which effectively supports the development of their capabilities.

- Children learn in a responsive environment that supports their social skills, independence, and decision-making through sustained play alongside others. Intentional teaching practices extend older children's thinking and help younger children grow their learning skills.
- Teachers work closely with parents and whānau to effectively support children when they start or leave the service, responding to each child's individual needs.
- Parents are regularly updated on their child's learning and progress through documented assessments. However, the evaluation of valued outcomes for learners, in relation to *Te Whāriki*, the early childhood curriculum, and parents' aspirations for their children's learning, is not yet consistent practice.

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

Leaders have effectively established systems and processes that support ongoing improvement.

- Teachers and leaders engage in professional learning individually and collaboratively. Effective systems enable staff to share new knowledge and support the team's ongoing development.
- Leaders support teachers by providing professional development opportunities that respond to the needs of the children attending.
- Leaders and teachers work with wider external agencies, and local schools, to support outcomes for learners. Older children are offered a programme to help them develop key skills as they prepare for their move to school.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders have created an appropriate environment, supported by systems and resources, to enable teachers to learn more about children's development and learning.

- Leaders provide opportunities for teachers to lead in their areas of strength, supporting and building leadership capability across the teaching team.
- Leaders have taken steps to build relational trust, which fosters collaboration, openness to change, growth, and improvement. They are supporting teachers to build their capability in designing a programme that promotes positive outcomes for children.
- Leaders and teachers are continuing to develop a shared understanding of how to use internal evaluation for improvement. However, they have yet to evaluate the impact of their improvement actions, including teaching practices, on outcomes for individual children and groups.

Governance decisions effectively support the well-being of children and their families.

- Governance supports equitable provision for children and families' participation and inclusion, with a focus on wellbeing and cultural responsiveness.
- Governance provides ongoing professional support to improve systems and processes that promote positive outcomes for all children.
- Strategic planning includes priorities aimed at supporting positive change over time. However, these priorities have not been developed in collaboration with the wider community, nor have they been consistently monitored or evaluated to measure progress aligned with the goals.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Apple Tree Childcare Centre Ballyboe 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?

Apple Tree Childcare Centre Ballyboe will include the following actions in its quality improvement planning:

- Take steps to improve the assessment of children's learning so that progress is consistently shown in relation to valued learning outcomes.
- Improve internal evaluation processes so that the impact of improvement actions—including those related to teaching practice—can be clearly determined, highlighting what is working well, and what is not, for individual children and groups.

Apple Tree governance will include the following in its quality improvement planning to improve consistency of quality across the group:

- Take steps to consistently implement a documented system to monitor and evaluate progress toward organisational objectives and values, and to collaborate with families and the wider community in decisions that guide the strategic direction.

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

Lisa Oldridge
Director of Early Childhood Education (Acting)

6 June 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	70 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	NZ European/Pākehā 20%, Fijian 5%, Asian 55%, Middle Eastern 10%, Indian 5%, Russian 5%
Service roll	48
Review team on site	March 2025
Date of this report	6 June 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, November 2021; Education Review, October 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.