



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Appletree Preschool

Profile Number: 25185

Location: Glenfield, Auckland

1 ERO's judgement of Appletree Preschool 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

Appletree Preschool 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. The teaching team reflects the cultural diversity of the children in the community. 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 develop a curriculum framework that enhances and celebrates cultural diversity and brings more complexity to children's thinking and learning.
- Continue to strengthen the conditions, processes, and practices of internal evaluation to support sustained improvements over time.

Good progress has been made in the first improvement action. Teachers plan individual cultural celebrations, which are documented and reflected in learning areas through wall displays and educational resources. Parents regularly lead and contribute to these celebrations. Whānau Māori are being purposefully consulted and actively contribute to decision-making that informs the bicultural curriculum. Pacific values are well embraced and clearly reflected in planning for Pacific children. Some extension of children's learning and play is evident through planning. The indoor and outdoor learning environments are set up to support children's curiosity through table displays and planned activities.

Progress in relation to internal evaluation is limited. Leaders and teachers regularly and collaboratively contribute to internal evaluation. They follow a planned approach that demonstrates changes made to support children's learning and development. The impact on learners is discussed and explored through the evaluation process. However, consistently monitoring changes to identify what worked well—and for which children and groups—has not yet been established as regular practice.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Effective learning-focused partnerships with parents and whānau promote equitable outcomes for all children.

- A variety of communication strategies invite parents to be actively involved in the curriculum, resulting in an environment that reflects the diverse cultural backgrounds of the service community. Children who speak English as a second language are well supported by multilingual teachers, as well as a broad range of resources and strategies that promote their home languages and cultures.
- Teachers demonstrate a range of teaching strategies to effectively promote children's interests and dispositional learning; however, intentional strategies to support individual and group learning are not yet clearly reflected in planning processes. As a result, opportunities to foster children's sustained conversations and more complex thinking are not always acted upon.
- Teachers and leaders work collaboratively with the local school and wider community to support improved outcomes for learners. Children with additional learning needs are well supported to participate in the curriculum alongside their peers.

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

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

- Leaders have effective systems in place to support mentoring and the ongoing development of teachers' capability. Collaboration among teachers is evident through documentation within internal evaluation and the professional growth cycle.
- There is a systematic process for ongoing internal evaluation. Teachers and leaders discuss the impact on learners; however, they are yet to consistently monitor evidence-based changes and identify what is working well—and for whom—over time.
- Teachers and leaders participate in relevant professional development. Teachers can articulate their learning but have yet to identify resulting changes in their teaching practice or evaluate the impact of these changes on children's learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are improvement-focused and seek ways to improve their systems, processes, and practices.

- Leaders provide appropriate resourcing and allocate regular time for in-house mentoring and professional guidance. Positive steps have been taken to promote relational trust among staff, to support the collaborative design and implementation of a culturally responsive curriculum for all children.
- Leaders proactively remove barriers to ensure equitable access to education and care for children. Equity and inclusion are consistently promoted through collaboration with external agencies and personnel.
- Leaders role-model desired practices to support teachers' growth and professional capabilities. They identify improvement areas for themselves and the service.

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 Appletree Preschool 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?

Appletree Preschool will include the following actions in its quality improvement planning:

- Take steps to improve planning processes so that intentional teaching strategies to support children's learning are clearly detailed.
- 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	40 children over the age of two
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 5%, NZ European/Pākehā 5%, Tongan 2%, Asian 60%, Middle East 4%, Indian 20%, South African 4%
Service roll	43
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.