

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Little House Montessori Zinnia Way

Profile Number: 48096

Location: Hornby, Christchurch

1 ERO's judgement of Little House Montessori Zinnia Way is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
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 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. Evaluation for improvement | Ngā Aronga Whai Hua is integrated across all of the above domains.

3 About the Service

Little House Montessori Zinnia Way is one of three privately owned and operated services. It's curriculum is based on Montessori approaches and the learning outcomes from *Te Whāriki* the early childhood curriculum. Most staff are ECE registered and hold a Montessori qualification, including the owner who is the centre manager. The service provides education and care over three age-based rooms for children up to school age. The ethnic diversity of the children and families who attend is reflected in and supported by a culturally diverse teaching team.

4 Progress since the previous ERO report

This is the first ERO review for this service.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service's curriculum deliberately supports children to develop their knowledge, skills, attitudes, and dispositions in a range of learning and play-based contexts.

- Montessori environments are well-prepared and presented that enable experiences to pave the way for children's further learning.
- There are regular opportunities for parents and whānau to contribute to and be informed about their child's progress. Significant cultural celebrations and events are integrated as a valued aspect of the curriculum that acknowledges the diverse cultural heritages, languages, and identities of children, their whānau and teachers.
- Assessment is documented through individual planning cycles. The strands and goals of *Te Whāriki* and the progressive stages of the Montessori approach are used to evaluate children's learning. The evaluation of learning outcomes and planned teaching strategies need to be made more explicit in assessment documentation.

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

Leaders and teachers build their professional knowledge and capability to design and implement a rich curriculum that is responsive to most children.

- Professional learning and growth cycles align to the service's strategic vision to deliver a strong Montessori focused curriculum that includes references to *Te Whāriki*.
- Childrens learning and development is supported by culturally relevant knowledge and expertise of teachers who represent many of the cultures of families attending.
- Teachers' bicultural capability requires further strengthening to ensure all children have opportunities to hear and speak te reo Māori and learn about te ao Māori across the enacted curriculum.

6 Organisational conditions

Leadership fosters collaboration and improvement| Kaihautū

Leaders and teachers work collaboratively and are committed to implementing the services vision, philosophy, and priorities for improvement.

- The service has embedded the conditions to strengthen leadership capability to enable quality teaching.
- Leaders and teachers are increasingly accountable and collectively responsible for the wellbeing and learning of children at the service.
- Shared expectations set by management are fostering collective responsibility for implementing aspects of the strategic plan and annual objectives.

Stewardship through effective governance and management | Te Whakaruruhau

The learning and wellbeing of children and whānau are at the centre of decision making and resource allocation.

- Directors regularly scrutinise, develop, and refine their strategic objectives to sustain the embedded special character of the service's Montessori philosophy.
- Systems and processes across the service are very well established. Policies and procedures are inclusive coherent and fit for purpose.
- Leaders and teachers use a systematic process to undertake internal evaluation. Building capability to understand and use effective internal evaluation is required to know what is or is not working and for whom.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Little House Montessori Zinnia Way 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 systems 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?

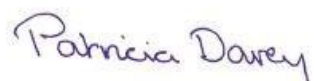
Little House Montessori Zinnia Way will include the following actions in its quality improvement planning:

- Strengthen teachers' bicultural capability, confidence, and proficiency to implement opportunities where children can hear, speak te reo Māori, and explore elements of te ao Māori.
- Clearly record in assessment and planning documentations children's progression of learning overtime against the learning outcomes of *Te Whāriki* and intentionally evaluate teaching strategies and children's progress.
- Build the capability of leaders and teachers to do and use internal evaluation effectively for improvement.

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.](#)

A handwritten signature in purple ink that reads "Patricia Davey".

Patricia Davey
Director of Early Childhood Education (ECE)

25 September 2024

9 Information About the Service

Service type	Education and care service
Number licensed for	80 children, including up to 17 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition Using rounded percentages	Māori 2 %, NZ European/Pākehā 3%, Filipino 26%, Chinese 26%, Indian 19%, other ethnicities 24%
Service roll	69
Review team on site	July 2024
Date of this report	25 September 2024
Most recent ERO report(s) These are available at www.ero.govt.nz	First ERO report

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.)*

Excelling	Above threshold for quality	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.
Working towards	Below threshold for quality	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.