



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Mighty Minds Montessori House of Children

Profile Number: 46644

Location: Mornington, Dunedin

1 ERO's judgement of Mighty Minds Montessori House of Children 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

Mighty Minds Montessori is a small early childhood service. The owner provides support and guidance to a team of teachers. The Montessori philosophy is integrated to align with *Te Whāriki*, the early childhood curriculum, with guiding principles of love and respect, a child-centred approach, accessibility and inclusivity and partnership with parents, whānau and community.

4 Progress since the previous ERO report

ERO's 2021 report identified multiple non-compliances with the *Licensing Criteria for Early Childhood Education and Care Services 2008*. Significant progress has been made to meet and maintain compliance since ERO's previous review. Positive working relationships with the nationwide Montessori leadership network and the local Ministry of Education team is effectively supporting the manager to improve compliance and local curriculum delivery.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children have equitable opportunities to learn through a curriculum that strongly reflects the breadth and depth of *Te Whāriki* through a Montessori context.

- A rich curriculum provides opportunities for the exploration of home languages, cultural diversity, and things of importance to mana whenua, which enhances children's sense of identity. Teachers authentically integrate te reo Māori and tikanga Māori and enable children to engage, respond and demonstrate their developing knowledge.
- Younger children are well considered in curriculum design, allowing them time and space to explore the Montessori programme and progress their learning.
- Assessment is well informed by *Te Whāriki* learning outcomes and whānau aspirations, alongside the service's priorities for learning. Documentation clearly shows intentional strategies used by teachers and children's progress in learning over time.

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

Targeted and ongoing professional development increasingly enables teachers to build their professional knowledge, expertise and cultural competence.

- Teachers demonstrate cultural knowledge and expertise, fostering culturally responsive practices. This has been further developed by appropriate external professional learning.
- Teachers' understanding of assessment and planning to promote children's holistic learning and development is sound. Children experience a range of curriculum areas within the Montessori context including literacy, numeracy, science, geography and the arts.
- Leaders are yet to formally evaluate the impact of professional learning on teachers' practice and outcomes for children. This includes making evaluative judgements about the quality and effectiveness of practices and programmes.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Regular collaboration supports enactment of the philosophy and priorities for learning and recognises the Te Tiriti o Waitangi as foundational to the service's work.

- The well-established team has developed relational trust which supports collaboration and improvement.
- Leadership promotes equitable outcomes for children and identifies ways to reduce barriers to learning for children. They provide opportunities for parents, including whānau Māori, to share their opinions and then respond accordingly.
- Leaders provide affirmative feedback to teachers about their practice. This is not yet provoking critical reflection by teachers through their professional growth cycle.

Stewardship through effective governance and management | Te Whakaruruhau

Embedded stewardship practices are supported through distributed leadership, using team members' individual strengths and interests.

- Leaders and teachers work collaboratively with external agencies and a Montessori leadership network group to support educational and social outcomes for children and their whānau.
- Teachers are provided with adequate time to develop positive relationships with each child and their whānau to promote positive outcomes for individual children.
- The strategic plan and philosophy reflect the importance of equity for children and whānau at the service. Children's learning and wellbeing is the primary consideration for resourcing and decision making.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Mighty Minds Montessori House of Children 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?

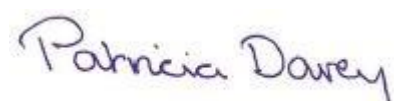
Mighty Minds Montessori House of Children will include the following actions in its quality improvement planning:

- Strengthen evaluation for improvement processes by identifying a clear purpose of the evaluation and using indicators of quality practice throughout the evaluation.
- Increase evaluative thinking by making judgements about the quality or effectiveness of a programme, practice or initiative to support decision making.
- Through teacher inquiry, critically reflect on what is or is not working and for whom and make changes to teacher practice as a result.

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.*](#)



Patricia Davey
Director of Early Childhood Education (ECE)

17 December 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	24 children aged 2 and over
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 8%; NZ European/Pākehā 27%; Indian 57%, Sri Lankan 8%
Service roll	24
Review team on site	October 2024
Date of this report	17 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, June 2021; Education Review, March 2018

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.