



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Nova Montessori Children’s House

Profile Number: 70057

Location: Christchurch

1 ERO’s judgement of Nova Montessori Children’s House 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 \(ECE\) 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

Nova Montessori Children's House is a community-based, not-for-profit service that is governed by Nova Montessori Centre Charitable Trust. The centre's curriculum is based on the essential elements of Montessori practices and *Te Whāriki*, the early childhood curriculum. All children play/work and learn together in the same prepared inside and outdoor environments.

Co-Heads of School work in partnership and are responsible for the day-to-day operation of the Children's House and the adjacent school. The person responsible for the Children's House has oversight of curriculum provision across the centre. Most staff are long-serving and registered early childhood teachers with Montessori qualifications.

4 Progress since the previous ERO report

The 2021 ERO Akanuku|Assurance report identified two key improvement actions. Good progress has been made with addressing these actions by increasing the provision of a bicultural curriculum that is visible in practice and key centre documentation. Some progress has been made with making children's languages, cultures and learner identities more visible in their learning documentation. This remains an improvement action for deeper implementation.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service's curriculum supports children to develop their knowledge, learning dispositions and working theories in relation to mathematical and literacy concepts and oral language.

- Calm and unhurried learning environments provide children the opportunity to explore, learn and discover at their own time and pace.
- Leaders and teachers intentionally weave *Te Whāriki*, and aspects of Montessori teachings, into daily activities and experiences. Essential elements of Montessori practices are well embedded; giving greater prominence to children's languages, cultures and learner identities in learning documentation is now required.
- Teachers capture children's social and emotional competencies through observations and integrate their increasing capabilities into each child's assessment information. However, they are yet to consistently use the learning outcomes from *Te Whāriki* in learning documentation.

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

Children’s learning and development are continuously fostered by leaders and teachers with culturally relevant knowledge and expertise.

- Leaders and teachers have access to professional learning that helps to build their professional knowledge and expertise to design and implement a rich Montessori-based curriculum.
- Leaders and teachers use a systematic, deliberate approach to internal evaluation that results in ongoing improvements to practice. An intentional focus on outcomes for children is evident.
- Leaders and teachers engage with Māori as tangata whenua through ongoing professional development. Leaders recognise that increasing their understandings of te ao Māori is an area for ongoing improvement.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work collaboratively with teachers and trustees to align resources and practices to the service’s vision, philosophy, plans and priorities for improvement and for children’s learning.

- Leaders promote shared understandings of intentional teaching strategies that include an unhurried, calm approach to children’s learning.
- They set high expectations of themselves, teachers and staff. Ongoing professional learning and development is a natural part of the culture of this service.
- Leadership fosters collective responsibility for children’s learning that enables an inclusive, responsive learning community to flourish.

Stewardship through effective governance and management | Te Whakaruruhau

The experienced governing board holds strongly to the vision of Montessori education and approaches to learning, that clearly underpin its special character and the sustainability of the service.

- Those involved with governance and management place children’s learning and wellbeing at the centre of decision making within the context of the Montessori learning community.
- A positive working environment supports low turnover of staff and teachers. This also helps to build and maintain the quality of adult – child relationships and partnerships with whānau.
- They develop policies and procedures that are inclusive, fit for purpose and effectively guide practices and the service’s operations.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Nova Montessori Children's House 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?


Nova Montessori Children's House will include the following actions in its quality improvement planning:

- Continue to increase shared understandings of te ao Māori and the implications for the service's local bicultural curriculum for all children.
- Give more prominence to children's languages, cultures and learner identities in learning documentation and the environment.
- Make the learning outcomes from *Te Whāriki* more consistently visible in children's learning documentation.

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 blue ink that reads "Patricia Davey". The letters are cursive and slightly slanted to the right.

Patricia Davey
Director of Early Childhood Education (ECE)

22 January 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children aged 2 and over
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 9%, NZ European/Pākehā 56%, Fijian 4%, other ethnicities 31%
Service roll	23
Review team on site	September 2024
Date of this report	22 January 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, June 2021; Education Review, May 2016.

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.