



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Glendowie Montessori Preschool

Profile Number: 45875

Location: Glendowie Auckland

1 ERO's judgement of Glendowie Montessori 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

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

Glendowie Montessori is one of two services operating under common ownership. A long-serving centre manager works alongside a pedagogical lead and a supervisor to support a stable teaching team. The pedagogical lead is now mentoring and supporting the teachers across both services. The centre's mixed-age curriculum and environment are underpinned by Montessori principles where children are viewed as capable, and learn within a supportive environment that promotes complex play, curiosity and enhances their independence.

4 Progress since the previous ERO report

The 2021 ERO report identified two improvement actions. The first was to enhance the service's curriculum and teaching practices to support learning outcomes for Pacific children. The second was for internal evaluation processes to more clearly show how innovation and improvement impacts on equitable outcomes for children.

There has been significant progress in the way teachers intentionally plan for and support learning for Pacific children. Planning and assessment, parent feedback and internal evaluation documentation demonstrate a responsive curriculum. Deliberate professional learning has enabled teachers to build on their professional knowledge. The professional growth cycle has been strengthened through guidance and mentoring. These improvements have further enhanced teachers' professional growth and inquiry into the effectiveness and impact of their teaching practices on children's learning. The service continues to sustain the very good practices identified in the 2021 review report.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teachers and leaders use very well-developed teaching strategies to implement a rich and responsive curriculum that reflects the breadth and depth of *Te Whāriki*, the early childhood curriculum, alongside Montessori values.

- A very well-resourced environment supports children's developing social and emotional competencies. Oral language, creativity, numeracy and literacy are intentionally promoted through effective teaching practices.
- Parents and whānau have ongoing and purposeful opportunities to contribute to the service's curriculum and planning. Te ao Māori values, te reo Māori and tikanga Māori practices are well integrated into the curriculum, alongside other languages and events that reflect some cultures represented in the service.
- Curriculum planning and assessment documentation clearly shows children's learning and progress over time against the Montessori progressions. Teachers' evaluation of children's learning in relation to the learning outcomes of *Te Whāriki* is not always explicitly documented.

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

Children's learning is effectively enhanced through teachers' and leaders' engagement in professional learning that contributes to sustained practices and continuous improvement.

- Leaders and teachers are very well supported by the pedagogical lead who monitors, evaluates and observes their practices. This enhances their understanding of relevant theories about how children learn, including those underpinning the Montessori approach and *Te Whāriki*.
- Aligned evaluation and professional growth cycle processes, enable leaders and teachers to individually and collectively inquire into aspects of their practice. Teachers and leaders continue to build their cultural capabilities and knowledge.
- Leaders are contributing to the wider early childhood community. They are well-positioned to share the service's strengths and their professional knowledge.

Leadership fosters collaboration and improvement | Kaihautū

A high level of relational trust enables collaboration and improvement that positively impacts on outcomes for children.

- The motivation to improve drives effective internal evaluation. Regular monitoring and reporting of changes and improvements made, contributes to improving the quality of education and care provided for all children.
- All leaders model and expect professional accountability and collective responsibility for the wellbeing and learning of children at the service.
- Leaders and teachers celebrate children's learning and development in a culturally responsive curriculum that affirms children's learner identity.

Systems and processes are robust and focused on improvement to promote valued learning outcomes for all children.

- Governance and management are well informed and make valuable contributions to the wider early childhood community in ways that enhance a range of outcomes for children and their whānau.
- Governance creates conditions that support teachers and leaders to grow their leadership capabilities.
- Governance and management provide effective professional development guidance and support through the pedagogical lead that contributes to children's ongoing learning and development. This has resulted in retention of well-qualified leaders and teachers.

6 Management Assurance on Legal Requirements

Before the review, the staff and management of Glendowie Montessori 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.

7 Where to next for improvement?

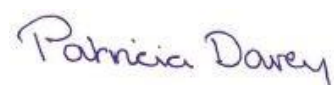
Glendowie Montessori Preschool will include the following actions in its quality improvement planning:

- In assessment documentation more explicitly show how teachers capture evaluation of children's learning and development in relation to the learning outcomes of *Te Whāriki*.
- Continue to strengthen teacher capability through ongoing mentoring and support across both services.

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)

18 February 2025

8 Information About the Service

Service Type	Education and care service
Number licenced for	37 children aged two years and over
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 12%, NZ European/Pākehā 33%, Chinese 30%, Samoan 12%, Fijian 6%, South African 6%, Taiwanese 6%, European 6%, Colombian 3%, American 3%, Indian 3%, Japanese 3%, Polish 3%.
Service roll	27
Review team on site	October 2024
Date of this report	18 February 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, May 2021; Education Review, September 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.