



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: South Wellington Montessori School

Profile Number: 60368

Location: Berhampore, Wellington

## 1 ERO’s judgement of South Wellington Montessori School 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

## 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

South Wellington Montessori School is a privately owned and operated service. The learning programmes are underpinned by *Te Whāriki*, the early childhood curriculum, and the Montessori philosophy. A small teacher team including a team leader enact the curriculum on a daily basis. Additional support is provided by the service provider, centre manager and a compliance officer. The philosophy includes the aim to foster a love of innate learning in children that will stay with them throughout their lives.

## 4 Progress since the previous ERO report

The 2021 ERO report identified four improvement actions. These related to strengthening learning focused partnerships with parents/whānau, increasing the use of te reo Māori, establishing shared expectations for quality assessment, planning and evaluation and strengthening the understanding and use of evaluation. Good progress has been made by the service leaders and teachers in these areas. The service is engaging in learning focused partnerships by responding to parent aspirations. The team continues to focus on building the use of te reo Māori, their own and the children's knowledge of aspects of te ao Māori. A clear system and process is consistently implemented to document children's learning progress over time. Leaders are still growing their understanding of the purpose of internal evaluation, but current practices are consistent, leading to some improved outcomes for children, including specific groups.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Children have significant agency to choose and work on activities at their own pace in the specifically prepared, calm, well-ordered environment.

- Outdoor learning spaces provide an extension to the indoor prepared learning environment where children have opportunities to set their own play, explore open ended resources and build social connections with their peers.
- Children work as individuals or in small groups with teachers alongside for guidance, if required. Independence is encouraged and celebrated.
- The team are seeking ways to maintain children's connections to their home life contexts, including knowledge of their cultural traditions.

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

A culture of collaboration and ongoing critical reflection is enacted by teachers to support positive learning outcomes for children.

- The team, individually and collectively, reflects on current practice to build shared understandings and consistent practices. Relational trust enables the team to work together to focus on improvement.
- A professional growth cycle is in place to guide growth of teachers' practice with evidence of links to centre wide internal evaluation and priorities for children's learning.
- Assessment, planning and evaluation documentation makes clearly visible the teachers' role in facilitating and guiding children's learning.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders and teachers cohesively plan, monitor and evaluate the curriculum and children's learning.

- Leaders and teachers have developed collaborative priorities for children's learning and a local curriculum to express what matters most here.
- Parents and whānau are offered a range of ways to contribute to the daily curriculum, their child's learning and quality improvement.
- External mentorship is regularly accessed to support the leader and team to continue to develop their capability to use internal evaluation. Leaders and teachers are yet to fully know what is working or not, and for whom, as a result of actions taken.

### Stewardship through effective governance and management | Te Whakaruruhau

The service owner and leader purposefully facilitate collaboration between the service and other relevant agencies to support improved outcomes for both teachers and children.

- Governance, with external support, has recently developed a strategic plan. This is in the early stages of implementation.
- Governance takes positive steps to ensure conditions such as non-contact time, and teacher/child ratios are in place to benefit children and support teachers.
- External mentorship and guidance contribute to the provision of a Montessori curriculum approach and ongoing monitoring of regulatory requirements.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of South Wellington Montessori School 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.

*Licensing Criteria for Early Childhood Education and Care Centres 2008*

## 8 Where to next for improvement?

South Wellington Montessori School will include the following actions in its quality improvement planning:

- When evaluating the effectiveness of improvement actions consistently show what is working well, or not, for individuals and groups of children.
- Explore further how to balance the inclusion of all children's cultural ways of being and doing, within the Montessori curriculum and service philosophy.

### 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)

14 February 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	29 children over the age of 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	NZ European/Pākehā 5%, Filipino 52%, Indian 31%, African 15%
Service roll	19
Review team on site	November 2024
Date of this report	14 February 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akarangi   Quality Evaluation November 2021 Education Review April 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)*.

	<b>Above the threshold for quality</b>
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.
	<b>Below the threshold for quality</b>
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.