



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Treasure Hunt Montessori Preschool

Profile Number: 10326

Location: Mt Albert, Auckland

## 1 ERO’s judgement of Treasure Hunt Montessori Preschool 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

Treasure Hunt Montessori Preschool is privately owned and operated. A recently appointed centre manager is supported by an assistant manager who oversees daily operation of the service. A newly formed teaching team of mainly migrant teachers, include five qualified teachers, three unqualified teachers and a cook. The philosophy is guided by *Te Whāriki*, the early childhood curriculum, and is interwoven with a Montessori approach to learning such as practical life skills. Infants, toddlers and older children are catered for in two separate learning areas. Children enrolled are culturally diverse.

## 4 Progress since the previous ERO report

The previous ERO report in March 2021 identified two areas for improvement relating to developing teachers' capabilities, and curriculum and teaching practices that are responsive to children's identities, cultures and languages. Limited progress has been made in these areas due to significant changes in staffing and rebuilding of the teaching team.

## 5 Learning Conditions

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

Leaders and teachers are establishing a responsive curriculum based on *Te Whāriki* and the Montessori approach.

- Teachers are building trusting relationships with children through meaningful and respectful interactions that contribute to children's sense of belonging and wellbeing. A calm unhurried pace is provided for infants to explore their environment.
- There is a variety of resources indoors and outdoors to support children's play, exploration and learning. Resourcing and experiences reflect the Montessori approach to learning.
- Parents have opportunities to be involved in events and celebrations at the centre. Parents' goals for their children are sought but are not yet used to inform planning for and assessment of learning.

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

Leaders and teachers are taking steps to improve their professional knowledge of *Te Whāriki*, teaching and assessment for learning.

- Professional growth cycles have been recently established to continue to support teachers' growth. Some new teachers are still to engage with the professional growth cycle.
- Teachers have access to regular professional development that encourages them to build their professional knowledge and teaching practices. It is too soon to know how their new learning has improved their teaching and children's learning.
- *Te Whāriki* is used in some ways in assessment documentation.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders are establishing the conditions to build teachers' professional knowledge and capabilities to ensure quality teaching practices.

- Building relational trust is a focus among the newly established teaching team.
- A framework has been developed for internal evaluation and this is being led by an external consultant. Leaders are yet to develop teachers' understanding and capability to do and use internal evaluation effectively.
- Leaders are taking steps to support teachers to build their cultural competence and bicultural practices. This includes increasing the use of te reo Māori in the daily programme.

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

Service leaders are embedding systems and processes that are focused on priorities for improvement for all children.

- The consultant is providing mentoring and coaching to management and the teaching team with a focus on quality improvement.
- Children's learning and their wellbeing are a key focus for decisions at a governance level and informs their strategic intent.
- A strategic plan has been developed by consultant and the owner. Input from teachers and parents is still to be included and the plan is yet to be evaluated.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Treasure Hunt 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.

## 8 Where to next for improvement?

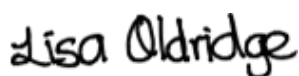
Treasure Hunt Montessori Preschool will include the following actions in its quality improvement planning:

- Leaders to develop teachers' professional knowledge and understanding of *Te Whāriki* to:
  - build shared understandings of assessment, planning and evaluation
  - deepen the extent to which the curriculum is responsive to children's languages, cultures and identities.
- Increase teachers' use of te reo Māori and build understanding to implement a rich bicultural curriculum.

### 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.](#)



Lisa Oldridge  
Director of Early Childhood Education (Acting)

18 March 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 18 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 2%, Indian 29%, Sri Lankan 29%, Chinese 10%, Japanese 8%, Taiwanese 8%, Southeast Asian 6%, other Asian 10%, African 4%, other ethnic groups 2%
Service roll	43
Review team on site	November 2024
Date of this report	18 March 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, March 2021; Education Review, June 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.