

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Capital Montessori School

Profile Number: 60311

Location: Wellington

1 ERO's judgement of Capital Montessori School 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

Capital Montessori School is governed by a parent board. An acting principal, supported by two room leaders, is responsible for curriculum. Since the last ERO report in 2021 there have been significant staff changes, including the resignation of a principal, who was newly appointed at the time of the 2021 evaluation. There was a significant period of time before the appointment of the current principal, who is presently on leave. External expertise has recently been sought for governance and leadership to build systems and processes that will support the sustainability of the school and compliance with regulatory requirements. This has included a review of policies as well as the roles and responsibilities of the board.

4 Progress since the previous ERO report

ERO's 2021 Akarangi|Quality Evaluation report identified areas for improvement related to exploring learning outcomes of *Te Whāriki*, the early childhood curriculum and using them to inform assessment for learning processes, developing a localised curriculum inclusive of te ao Māori, building understanding and capability in te reo me ngā tikanga Māori, and building teachers' understanding and capability in the use of effective internal evaluation.

Good progress has been made in relation to exploring the learning outcomes and building teachers' capability in te reo me ngā tikanga Māori. Limited progress has been made in relation to building understanding and capability to do and use internal evaluation. There has been a focus on reviewing systems and processes. Leaders and teachers are yet to use the internal evaluation framework to evaluate the effectiveness of the curriculum.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service is establishing learning-focused relationships with whānau and provide regular opportunities for them to share cultural information and aspirations for their children.

- Children experience a calm, peaceful environment which supports them to engage in experiences in ways that are meaningful to them, and encourage exploration and creativity. Children's cultures and languages are explored through cultural events relevant to the children attending.
- Teachers provide resources that support children's growing interests and capabilities. Independence and fine motor skills are fostered through Montessori literacy and practical life experiences.
- An individual planning process that incorporates whānau aspirations and the learning outcomes from *Te Whāriki*, has been developed to show children's learning and progress. Children's assessment documentation is currently variable in quality and content.

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

The service is establishing the conditions to support leaders and teachers to build their professional knowledge.

- A framework for professional growth is in place that guides teachers to inquire into aspects of their practice. Some teachers use the professional growth process to consider the impact of professional learning on their practice, however they are yet to evaluate the impact of their learning on outcomes for children.
- Leaders and teachers are continuing to take steps to build their confidence and capability to use te reo Māori in the curriculum. Children have opportunities to hear and use te reo Māori through the use of tikanga Māori during routine times.
- Leaders provide some opportunities for parents to develop their knowledge of the Montessori curriculum to support a shared understanding of developmental stages through a Montessori lens.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service is establishing the conditions to develop leadership capability to support quality teaching.

- Leaders are in the early stages of building relational trust to promote collaborative and consistent teaching practices that support children's learning.
- Leaders are beginning to consider how they can monitor the quality and content of documentation about children's learning. They are taking steps to align resourcing to support curriculum implementation.
- There is a framework for internal evaluation, however the purpose and use of internal evaluation is not yet well understood. A review of systems, processes and practices is being undertaken to support shared understanding of what is required and make improvements.

Stewardship through effective governance and management | Te Whakaruruhau

The board is establishing systems and processes to support compliance with regulatory requirements and the sustainability of leadership and governance.

- As a parent run board, whānau are able to influence decision making and resourcing. Whānau and teachers have worked together to develop the strategic plan, philosophy and values for the school.
- The board provides pay parity, qualified teachers and a range of professional development to support leadership and the Montessori context.
- External expertise has supported the board to define their roles and responsibilities. This support has also been utilised for the review and development of school policies to align them with the regulatory requirements.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Capital 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.

8 Areas of Concern

ERO found areas of concern in the service relating to ensuring:

- sleeping children are consistently checked for warmth, breathing, and general wellbeing at least every 5 to 10 minutes, or more frequently according to individual needs
- appropriate written authority is gained from parents prior to administering Category iii medication to children.

Licensing Criteria for Early Childhood Education and Care Centres 2008, HS9, HS28.

9 Where to next for improvement?

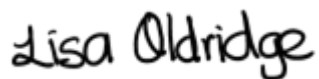
Capital Montessori School will include the following actions in its quality improvement planning:

- Build teachers' shared understanding of effective assessment for learning practices and consistently implement these.
- Build the Principal's and lead teachers' understanding of school policies and associated licensing criteria, and implement a system to monitor compliance with the regulatory requirements.

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
Acting Director of Early Childhood Education (ECE)

3 March 2025

10 Information About the Service

Service Type	Education and care service
Number licenced for	60 children over 2 years
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 1%, NZ European/Pākehā 57%, American 11%; Samoan 1%, other ethnic groups 30%
Service roll	51
Review team on site	December 2024
Date of this report	3 March 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, December 2021; Education Review, March 2017

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.