

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Montessori Children's House - Wellington

Profile Number: 60354

Location: Wellington

1 ERO's judgement of Montessori Children's House - Wellington 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

Montessori Children's House – Wellington is a privately-owned service that provides education and care for children aged three to six years. The owner and lead teacher oversee the daily running of the service. There have been significant staff changes, including leadership since ERO's last review. The philosophy is underpinned by *Te Whāriki*, the early childhood curriculum, and the insights of Montessori that promote independence, responsibility, self-directed learning and opportunities to explore, learn and discover.

4 Progress since the previous ERO report

Good progress has been made against the key next steps from the 2022 ERO report. These related to using the learning outcomes in *Te Whāriki* to support assessment of children's progress, acknowledging children's cultures, languages and identities and consistently showing how parents' aspirations are used to inform their child's learning pathway.

Leaders and teachers have regular meetings and conversations with whānau that provides opportunities for them to share their cultural and learning aspirations for their child. These aspirations are used to plan for individuals and groups of children.

Planning and assessment documentation shows the learning outcomes in *Te Whāriki* are being used to plan for and assess children's learning.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Learning focused partnerships support parents and whānau to share their cultural and learning aspirations for their child.

- Leaders and teachers respond meaningfully to children's interests and inquiries to support their learning and development. Children have opportunities for uninterrupted and sustained self-initiated activities and free play where they can share their working theories and build on their ideas.
- Teachers acknowledge and respond to the culture, languages and identities of children and their parents and whānau through termly focused planning. However, there is limited documentation to show an enacted bicultural curriculum and little te reo Māori used within the programme.
- Intentional teaching strategies actively support and scaffold children's individual learning through the five Montessori areas of interest. Teachers support children to learn with and alongside others.

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

Leaders and teachers are taking steps to engage in learning and development processes to improve their professional knowledge.

- All qualified teachers and leaders are Montessori trained and have opportunities to undertake ongoing learning to support their knowledge. A professional growth cycle is in place for leaders and teachers.
- Professional learning and development is undertaken, however the service is yet to know the impact of this learning on teaching practice and outcomes for children.
- Regular staff meetings provide time and opportunity for discussions and is building team cohesion within the new leadership and teaching team.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are establishing the conditions to enact the service's philosophy, vision and goals.

- Leaders are taking steps to align resourcing to support the implementation of the service's learning priorities.
- The service is establishing the conditions to do and use evaluation for improvement. Most evaluations are focused on what teachers are doing rather than how well or how effectively practices are supporting children's learning.
- An induction process is in place to support new staff to understand daily routines, rituals and aspects of health and safety.

Stewardship through effective governance and management | Te Whakaruruhau

Governance and management are beginning to develop priorities for improvement which focusses on children's learning and wellbeing.

- An annual plan sets the strategic direction for the service. It does not yet show any progress made towards goals and is yet to be evaluated.
- The owner/manager and team leader are yet to formally develop their roles and responsibilities.
- Children's learning and wellbeing are supported through the provision of higher than required teacher to child ratios and resourcing.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Montessori Children's House - Wellington 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:

- daily hazard checks include cleaning agents, medicines, poisons, appliances, hazards present in kitchen or laundry, vandalism, foreign materials and bodies of water
- the documented risk management system shows how hazards are minimised, isolated or eliminated.

Licensing Criteria for Early Childhood Education and Care Centres 2008, HS12

9 Where to next for improvement?

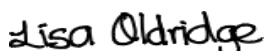
Montessori Children's House - Wellington will include the following actions in its quality improvement planning:

- Grow teachers' capability to regularly incorporate te reo Māori and tikanga Māori into the enacted curriculum.
- Build leaders' and teachers' capability to identify how effectively changes to their teaching practice are improving outcomes for learners.

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)

7 May 2025

10 Information About the Service

| | |
|--|---|
| Service Type | Education and care service |
| Number licenced for | 30 children aged 2 and over |
| Percentage of qualified teachers | 80-99% |
| Ethnic composition | Māori 5%; NZ European/Pākehā 55%; European 32%; Asian 18% |
| Service roll | 22 |
| Review team on site | February 2025 |
| Date of this report | 7 May 2025 |
| Most recent ERO report (s) These are available at www.ero.govt.nz | Akanuku Assurance Review, March 2022; Education Review, June 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. |