

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Montessori 3-6 Trilingual Early Childhood Education

Profile Number: 45717

Location: Napier South, Napier

1 ERO's judgement of Montessori 3-6 Trilingual Early Childhood Education 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 3-6 Trilingual Early Childhood Education prioritises a Montessori curriculum that emphasises hands-on learning through practical life activities, sensorial exploration, mathematics, language and cultural studies. Teachers with language expertise promote the use of te reo Māori, Spanish, English and Samoan. The founder of the preschool is the professional leader. Long-serving staff members work closely with newly appointed teachers.

4 Progress since the previous ERO report

ERO's 2021 report identified two improvement actions. These were to continue to monitor the improvement actions and evaluate their impact on teaching and learning, and to continue using the learning outcomes of *Te Whāriki*, the early childhood curriculum, to enhance curriculum priorities and planning.

Good progress has been made in monitoring and evaluating the impact of improvement actions. The service implements Montessori curriculum audits to track progress against its framework. An inquiry process and internal evaluation framework are in place, supporting leaders and teachers to monitor progress. Staff have accessed external professional development to strengthen their understanding of effective internal evaluation. This remains an area for ongoing improvement.

Limited progress is noted in using the learning outcomes of *Te Whāriki* to enhance planning for learning. While there is evidence of learning outcomes in some children's assessment, this is not yet consistent.

5 Learning Conditions

The learner report and their learning | He Whāriki Motuhake

Children engage well in a curriculum reflective of the Montessori approach to learning that is enhanced by learning-focused partnerships with parents and whānau.

- Children, parents and whānau take a range of opportunities to contribute to the curriculum. The goals that families have for their children are regularly sought and used to progress learning.
- Teachers effectively use various teaching practices to encourage children to talk about their learning and explain their thinking. Children's diverse languages and literacy skills are fostered.
- Montessori curriculum approaches underpin assessment and children's achievements. Consideration of how well children are progressing in relation to the learning outcomes of *Te Whāriki* through assessment and planning practices is an area to be strengthened.

Whakangungu Ngaio

Relevant professional learning continues to build leaders' and teachers' knowledge and expertise to implement a responsive Montessori curriculum.

- The integration of Montessori theory and practice is highly evident. Leaders model and provide training to support enactment of the service's philosophy.
- External professional learning has supported the team to build their te reo Māori capability. Teachers are continuing to deepen their understanding of te reo Māori me ngā tikanga Māori and are increasingly integrating this into the daily curriculum.
- Teachers inquire into aspects of their teaching to understand what is working well and make evidence-based changes to practice. However, intentional teaching strategies to support children's learning goals are not yet consistently identified in individual planning or used to evaluate the effectiveness of teaching in achieving intended outcomes.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders work positively and collaboratively to develop, enact and promote the service's philosophy, vision, and goals.

- Distributed leadership is fostered through teachers taking responsibility for Montessori curriculum areas.
- A collaborative approach to leadership is fostered through weekly team meetings and ongoing peer feedback among teachers. The founder actively promotes a positive learning environment for leaders, teachers, children and families.
- Leaders engage in a purposeful professional growth process to develop and enhance their capability.

Stewardship through effective governance and management | Te Whakaruruhau

The founder implements a range of strategies and accesses community connections to improve conditions for teaching and learning.

- Leaders have refined and embedded human resource systems and processes to support effective recruitment, selection, and retention of staff. New appointments are strategically made to strengthen the overall capability of the teaching team.
- Networked relationships with other services, agencies and the wider community are well established. These connections support leaders, teachers, children and families to engage meaningfully in the curriculum.
- Internal evaluation includes gathering parent contributions, which are used with varying effectiveness to progress service goals.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Montessori 3-6 Trilingual Early Childhood Education 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 every children's worker is safety checked every three years, and a detailed record of each component of the safety check is kept
- undertaking tsunami drills on an, at least, three-monthly basis and keeping a record of other relevant drills undertaken.

Licensing Criteria for Early Childhood Education and Care Centres 2008, GMA7A, HS8.

9 Where to next for improvement?

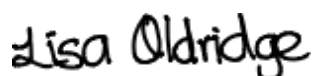
Montessori 3-6 Trilingual Early Childhood Education will include the following actions in its quality improvement planning:

- More consistently document the learning outcomes of *Te Whāriki* and link these to teaching strategies to strengthen leaders' and teachers' understanding of children's progress and ways to extend their learning and development.
- Sharpen the focus of internal evaluation processes to clearly identify intended outcomes for children, draw on research-informed practice, and measure the effectiveness of changes to teaching practices.

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)

11 June 2025

10 Information About the Service

| | |
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| Service Type | Education and care service |
| Number licenced for | 30 children aged 2 and over |
| Percentage of qualified teachers | 80-99% |
| Ethnic composition <i>Using rounded percentages</i> | Māori 48%, NZ European/Pākehā 22%, Indian 11%, Filipino 7%, Samoan 7%, Asian 3%, British 3%, Chilean 3%, Cook Island 3%, Finnish 3%, German 3%, Latin American 3%, Nepalese 3% |
| Service roll | 27 |
| Review team on site | March 2025 |
| Date of this report | 11 June 2025 |
| Most recent ERO report (s) These are available at www.ero.govt.nz | Akarangi Quality Evaluation, September 2021; Education Review, May 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)*.

| | |
|----------------------|---|
| | 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. |