



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Pebbles Montessori Sumner (2-6)

Profile Number: 46378

Location: Sumner, Christchurch

1 ERO's judgement of Pebbles Montessori Sumner (2-6) 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

Pebbles Montessori Sumner is one of three privately owned and operated early childhood services under the same governance. The service reopened in 2023 following a six-month voluntary closure. An experienced leadership and teaching team implement a Montessori teaching and learning approach. Parents and teachers collaborated to make refinements to the service's learning priorities in 2024 ensuring their perspectives were reflected in the five values of love and kindness, honesty, empathy, trust, and respect.

4 Progress since the previous ERO report

Governance and management have made significant progress in improving organisational systems and processes in response to ERO's 2020 Education Review report. Key next steps were for the service to explore different approaches to gain a greater input from parents in children's planning and to evaluate the difference improved actions and practices are having on outcomes for children, as a result of internal evaluation.

There has been significant progress to increase parent and whānau engagement. Multiple voices have enabled perspectives and aspirations to contribute to the curriculum design. This includes participation into the local curriculum and aspects of internal and emergent evaluation. There have been significant shifts in organisational systems and processes that show how governance and management now have a greater focus on monitoring developments that impact children's learning. Strategic and annual planning inform internal evaluations, align with professional learning and development, and growth cycles that evaluate impacts and outcomes for children.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a culturally responsive curriculum that strongly reflects the integration of the Montessori philosophy and *Te Whāriki*, the early childhood curriculum.

- Children benefit from rich opportunities to participate in sequential Montessori learning cycles within the daily programme which includes literacy, numeracy, and practical life experiences. The broader curriculum supports children to be involved in their local environment that integrates their individual interests and group inquiries.
- Learner-focused partnerships are highly evident. Parents and whānau have multiple opportunities to be involved and their views, values, and aspirations meaningfully contribute to the design of the curriculum.
- Teachers' interactions strongly reflect intentional teaching approaches such as demonstrating, modelling, and instructing, that provide children time and space to learn in unhurried ways. Collaborative assessment practices effectively show children's progress overtime.

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

Highly reflective, leaders and teachers engage in professional learning and development in response to identified actions for sustained improvement of the enacted curriculum.

- Internal evaluation is well understood and used to critically consider what matters most to support children and their learning. The service's evaluation framework provides well-defined procedures and expectations to promote key areas of growth, leading to positive outcomes for learners.
- Teachers and leaders are improvement focused and engage in a range of external and internal learning that informs professional knowledge. They inquire into aspects of practice and changes made are evidenced based.
- A bicultural curriculum that reflects significant stories and histories of local iwi [mana whenua] is increasingly being strengthened as teachers integrate this knowledge into the programme. Te reo Māori continues to be used predominately at routine times.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are highly organised and model professional expectations to enact the service's vision, plans, and learning priorities.

- A high level of relational trust is evident within the leadership group who regularly share professional insights. Leaders mentor and provide professional guidance and feedback to extend understanding and grow teachers' knowledge of theory and practice.
- Internal evaluation has led to refinements to systems and processes and strengthened how leaders evaluate key areas of practice and priorities that support equitable outcomes for children.
- There is a deliberate approach to ensure continuity of leadership. Opportunities for teachers to lead and share key interest areas is building leadership capability.

A strategic plan provides governance and management with clear direction and learning pathways to enact the service's vision, values, and learning priorities.

- Governance is well informed about the quality of the curriculum. There are sound systems and processes to monitor practices to know how changes in learning and organisational conditions impact outcomes for learners.
- Effective engagement, collaboration, and communication with parents and whānau ensures there is a continuous focus on improvement and what matters most for them and children's learning.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Pebbles Montessori Sumner (2-6) 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?

Pebbles Montessori Sumner (2-6) will include the following actions in its quality improvement planning:

- Teachers and leaders to make plans for and extend opportunities for children to increasingly use and hear te reo Māori across the enacted curriculum.
- Teachers and leaders to further develop the bi-cultural curriculum to acknowledge and fully integrate the local stories, and other places of significance in the area.

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

Lisa Oldridge
Director of Early Childhood Education (Acting)

24 June 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	31 children, aged 2 and over
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 1%; NZ European/Pākehā 95%, other ethnicities 4%
Service roll	40
Review team on site	April 2025
Date of this report	24 June 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, February 2020; Education Review, December 2016

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.