

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Helensville Montessori

Profile Number: 10066

Location: Helensville, Auckland

1 ERO's judgement of Helensville Montessori 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

The service leader operates the service alongside the teaching team. Toddlers and young children play in two separate areas but have opportunities for mixed-age play. The service blends Montessori and Reggio Emilia approaches to create intentional and stimulating environments where children have a range of opportunities to extend their learning and are seen as capable learners who develop in their own way.

4 Progress since the previous ERO report

The 2021 ERO report identified improvement actions to develop the service's systems, so operations meet regulatory requirements and to build governance and management capability for the service's operational sustainability. Overall good progress has been made. The service leader has engaged in external professional learning and has external support to write policies and refine systems. The leader has distributed leadership and operational responsibilities amongst teaching team. Teachers are given opportunities to lead, based on their capabilities and strengths, to sustain high quality practices.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Leaders and teachers build reciprocal and respectful partnerships with children, parents, and whānau to enable smooth transitions throughout the service, and a responsive curriculum.

- Respect is an integral part of the curriculum and is observable in the acknowledgement of, and interactions between teachers, parents and children. A calm, well-resourced and thoughtful learning environment that empowers children to lead their own learning is provided.
- Teachers intentionally foster independence, confidence, and conceptual understanding of children. Literacy and mathematical concepts are extended through varied contexts, and the curriculum is designed to be both engaging and developmentally appropriate.
- Assessment practices show children's learning progress and provide meaningful feedback to children and families that acknowledges children's efforts, challenges and successes. The visibility of children's cultures and languages through assessment, and use of the learning outcomes of *Te Whāriki*, the early childhood curriculum, within curriculum evaluation is variable.

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

Leaders and teachers demonstrate a strong culture of collaboration, working together to enhance and implement a curriculum that is responsive to all children's needs.

- The professional learning and development framework is effectively integrated with internal evaluation and the service's strategic intent. This alignment ensures that teaching goals are both relevant and directly linked to improving outcomes for children.
- Teachers make changes to their teaching practice after engaging in targeted professional learning. New knowledge and expertise are shared amongst the team to consistently promote positive outcomes for learners.
- Leaders and teachers engage well in ongoing inquiry into their practice to make the learning environment, and teaching practices, effective. All children benefit from their planning and evaluation of a curriculum that purposefully extends their learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders and teachers collaboratively develop and enact the service's philosophy, vision and goals.

- The leader has established a high level of relational trust amongst the teaching team which enables efficacy. Leaders and teachers model professional accountability and collective responsibility for the wellbeing and learning of all children.
- Leaders use professional learning to build their leadership capabilities. This is leading to ongoing sustained improvements in operational and learning conditions that impact positively on the children's learning outcomes.
- Leaders and teachers use evaluation meaningfully to improve children's learning and operational conditions. They are yet to consistently identify what worked and what didn't, and for which children, to focus future improvements.

Stewardship through effective governance and management | Te Whakaruruhau

Governance has implemented effective structural considerations to support quality provision, leading to improved outcomes for children's learning.

- Governance has implemented human resource practices that create a positive working environment and result in the retention of well-qualified teachers. This is conducive to the maintenance of quality adult and child relationships and learning environments.
- The leader works effectively and collaboratively with teachers, families and external agencies to support learning outcomes for all learners and those who are in the Reggio Emilia learning community.
- The leader is working with teachers and external professionals to constantly refine and improve systems, processes and procedures. Increasingly effective governance processes are ensuring children's positive wellbeing.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Helensville Montessori 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?

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

- Increase the visibility of children's individual languages and cultures within curriculum assessment, planning and evaluation.
- Clearly document evaluation of children's learning in relation to the intended learning outcomes of *Whāriki*.
- Consistently monitor and evaluate shifts in teaching practice and the impacts these have on learning, to see what worked and what didn't work for different groups of children.

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)

8 July 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	78 children aged 2 and over
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 17%; NZ European/Pākehā 70%, Tongan 3%, South African 3%, Indian 3%, other Pacific 2%; other European 2%
Service roll	63
Review team on site	April 2025
Date of this report	8 July 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, June 2021; Education Review, September 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.