

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Learning Links Montessori

Profile Number: 83018

Location: Dunedin, Otago

1 ERO's Judgements

[Akarangi | Quality Evaluation](#) evaluates the extent to which this early childhood service has 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](#) are the basis for making judgements about the effectiveness of the service in achieving equity and excellence for all learners. Judgements are made in relation to the Outcomes Indicators, Learning and Organisational Conditions. The [Evaluation Judgement Rubric](#) derived from the indicators, is used to inform ERO's judgements about this service's performance in promoting equity and excellence.

ERO's judgements for Learning Links Montessori are as follows:

Outcome Indicators (What the service knows about outcomes for learners)	Whāngai Establishing
<u>Ngā Akatoro Domains</u>	
Learning Conditions	Whakaū Embedding
Organisational Conditions	Whakaū Embedding

2 Context of the Service

Learning Links Montessori previously known as Gumtree Montessori and Childcare is one of nine services within the Learning Links Group. The organisation owners and leaders provide ongoing professional support to this service. Almost a quarter of children are Māori. Small numbers of children from Pacific and other cultural heritages attend.

3 Summary of findings

Children experience a wide curriculum based on *Te Whāriki*, the early childhood curriculum, the Montessori Philosophy and clear learning priorities. These priorities, align to the organisation's values and are personalised to reflect the local context.

Infants and toddlers are supported in their well-being and learning. Māori children are affirmed in their cultural identity. Teachers meaningfully engage with and alongside children and extend learning through careful observation and conversations. These approaches support children to develop a strong sense of belonging within the service. Detailed learning plans for children with additional learning needs are developed in collaboration with their whānau and external agencies.

Useful and improved guidelines for assessment for learning are in place. The learning outcomes from *Te Whāriki* are integrated within individual and group assessment. Teachers regularly document children's learning as it occurs. However, evaluation of the learning and progress over time needs to be better understood and reflected in documentation.

Professional leaders build the collective capability of the leadership and the teaching team through targeted support. Internal evaluation is systematic, well led and results in improvements. For greater effectiveness some aspects of this process require refining. There is a clear line of sight from the organisation vision and values to the operations of the service and an evident commitment to improving outcomes for children.

4 Improvement actions

Learning Links Montessori will include the following actions in its Quality Improvement Planning:

- when evaluating learning for groups of children, continue to build teachers' collective capability to show learning and progression over time in relation to the *Te Whāriki* learning outcomes and the service's priorities for learning
- increase the effectiveness of internal evaluation practice by developing clear indicators of high-quality practice relevant to the focus and use these to guide all stages of the evaluation. At the evaluating and monitoring phase, make greater use of a wide range of evidence to better know what is working or not, and for whom.

5 Management Assurance on Legal Requirements

Before the review, the staff and management of Learning Links 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 systems for managing the following areas that have a potentially high impact on children's wellbeing:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; hygiene; excursion policies and procedures)
- suitable staffing (including qualification levels; safety checking; teacher registration; 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.

6 Actions for Compliance

Since the on-site visit the service has provided ERO with evidence that it has addressed the following non-compliance;

- a record of excursions that aligns with all the requirements specified in the Licensing Criteria.

Licensing Criteria for Early Childhood Education and Care Services, HS17.



Kathy Lye
Director Review and Improvement Services (Southern)
Southern Region | Te Tai Tini

28 March 2023

7 About the Early Childhood Service

Service type	Education and care service
Number licensed for	68 children, including up to 18 aged under 2
Percentage of qualified teachers	80-99%
Service roll	41
Review team on site	January 2023
Date of this report	28 March 2023
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, November 2018; Education Review, March 2016