



Education Review Office
Te Tari Arotake Mātauranga

**Jenz Montessori Early Childhood Centre
Clive**

Confirmed

Education Review Report

Jenz Montessori Early Childhood Centre

Clive

24 May 2018

1 Evaluation of Jenz Montessori Early Childhood Centre

How well placed is Jenz Montessori Early Childhood Centre to promote positive learning outcomes for children?

Not well placed	Requires further development	Well placed	Very well placed
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ERO's findings that support this overall judgement are summarised below.

Background

Jenz Montessori Early Childhood Centre is a small, privately owned centre located in Clive, Hawkes Bay. The centre offers all day sessions for up to 27 children, aged from two years to six years old. Of the 19 children enrolled, three identify as Māori.

The day-to-day running of the centre, as the result of a recent change in ownership, is the responsibility of the new owner/centre manager. She is supported by three qualified teachers.

The programme is guided by the Montessori philosophy and practice and is underpinned by *Te Whāriki*, the early childhood curriculum.

The May 2016 ERO report identified a number of areas that required development. These included: assessment, planning and evaluation; educational success for Māori children; teacher appraisal; health and safety; self- review; and strengthening governance and management. The centre has had support from the Ministry of Education through Strengthening Early Learning Opportunities (SELO). Progress in addressing these areas is evident.

Since this ERO evaluation was undertaken the service has changed its name to Tiny Footsteps.

The Review Findings

The philosophy is highly visible in practice. Children work within a well-resourced and prepared Montessori environment that fosters their self-management skills. A clear vision to implement a Treaty-based programme that aligns with Montessori ethos, guides teacher practice.

Teachers regularly use te reo Māori with children in meaningful ways. Children know waiata and karakia well. Tuakana teina promotes the development of leadership skills for older children. Some purposeful use of te reo Māori extends their learning experiences. Activities to further support this learning are readily accessed within the environment.

Clear expectations to work in partnership with whānau Māori have been established. Teachers consistently respond to whānau Māori aspirations for their children. A commitment to strengthening relationships with the wider Māori community continues to be a focus to further promote educational success for Māori children.

A child-led curriculum fosters children's independence. Children display curiosity and negotiation skills as they work alongside each other. Mathematics and literacy concepts are integrated within their daily work.

Care routines are responsive to children's individual needs and stages of development. Teachers respectfully interact with children and foster their confidence and autonomy. A range of appropriate strategies supports children and their families as they prepare for their move to school.

Children who require additional learning support play alongside their friends. Teachers are proactive in supporting their individual needs and work well with whānau and external agencies to provide an inclusive programme.

A focus on developing planning and assessment for learning has improved teachers' understanding of children's dispositions for learning. The newly implemented e-portfolio has successfully contributed to engaging parents in their children's learning. Teachers are beginning to use parent aspirations to inform individual planning. To promote consistency of practice, a key next step is to strengthen teachers' evaluation of the learning to better inform the planning process.

A full appraisal cycle has been completed. Teachers are reflective and focused on improving outcomes for children. Leaders have identified that the appraisal policy and procedures require further development to better support teachers and align practices to the specified requirements of the Education Council.

A cycle of self review has been established. Teachers are continuing to grow their knowledge and understanding of internal evaluation for ongoing improvement and decision making. Evaluating teacher practice and the impact on children's learning outcomes is a key next step to inform future decision making.

Key Next Steps

All areas of legislative non-compliance from the previous review have been appropriately addressed. The service has taken a well-considered approach to improve systems, policies and procedures.

Leaders recognise that some areas require further strengthening and are actively working to address these.

To further improve practice, the service should:

- continue to strengthen teachers' understanding of planning, assessment and evaluation to promote consistent practice across the teaching team
- strengthen appraisal to provide clearer expectations and guidance for teachers, aligned to the code of standards
- continue to improve understanding and use of self review and internal evaluation to improve learning outcomes for children
- continue to strengthen partnerships with whānau Māori and community.

Management Assurance on Legal Requirements

Before the review, the staff and management of Jenz Montessori Early Childhood Centre completed an *ERO Centre 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; police vetting; teacher registration; ratios)
- evacuation procedures and practices for fire and earthquake.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.

Since the onsite phase of the review, the service has provided additional evidence related to personnel management. Embedding these new policies and procedures into practice remains a priority.

Next ERO Review

When is ERO likely to review the service again?

The next ERO review of Jenz Montessori Early Childhood Centre will be in three years.



Patricia Davey
Deputy Chief Review Officer Central (Acting)
Te Tai Pokapū - Central Region

24 May 2018

The Purpose of ERO Reports

The Education Review Office (ERO) is the government department that, as part of its work, reviews early childhood services throughout Aotearoa New Zealand. ERO's reports provide information for parents and communities about each service's strengths and next steps for development. ERO's bicultural evaluation framework Ngā Pou Here is described in [SECTION 3](#) of this report. Early childhood services are partners in the review process and are expected to make use of the review findings to enhance children's wellbeing and learning.

2 Information about the Early Childhood Service

Location	Clive	
Ministry of Education profile number	55389	
Licence type	Education & Care Service	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	27 children aged over 2	
Service roll	19	
Gender composition	Girls 13, Boys 6	
Ethnic composition	Māori	3
	Pākehā	13
	Other ethnic groups	3
Percentage of qualified teachers 0-49% 50-79% 80%+ <i>Based on funding rates</i>	80% +	
Reported ratios of staff to children Over 2	1:7	Better than minimum requirements
Review team on site	March 2018	
Date of this report	24 May 2018	
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review	May 2016
	Education Review	March 2013
	Education Review	July 2009

3 General Information about Early Childhood Reviews

ERO's Evaluation Framework

ERO's overarching question for an early childhood education review is 'How well placed is this service to promote positive learning outcomes for children?' ERO focuses on the following factors as described in the bicultural framework [Ngā Pou Here](#):

Pou Whakahaere – how the service determines its vision, philosophy and direction to ensure positive outcomes for children

Pou Ārahi – how leadership is enacted to enhance positive outcomes for children

Mātauranga – whose knowledge is valued and how the curriculum is designed to achieve positive outcomes for children

Tikanga whakaako – how approaches to teaching and learning respond to diversity and support positive outcomes for children.

Within these areas ERO considers the effectiveness of *arotake* – self review and of *whanaungatanga* – partnerships with parents and whānau.

ERO evaluates how well placed a service is to sustain good practice and make ongoing improvements for the benefit of all children at the service.

A focus for the government is that all children, especially priority learners, have an opportunity to benefit from quality early childhood education. ERO will report on how well each service promotes positive outcomes for all children, with a focus on children who are Māori, Pacific, have diverse needs, and are up to the age of two.

For more information about the framework and Ngā Pou Here refer to [ERO's Approach to Review in Early Childhood Services](#).

ERO's Overall Judgement and Next Review

The overall judgement that ERO makes and the timing of the next review will depend on how well placed a service is to promote positive learning outcomes for children. The categories are:

- Very well placed – The next ERO review in four years
- Well placed – The next ERO review in three years
- Requires further development – The next ERO review within two years
- Not well placed - The next ERO review in consultation with the Ministry of Education

ERO has developed criteria for each category. These are available on [ERO's website](#).

Review Coverage

ERO reviews are tailored to each service's context and performance, within the overarching review framework. The aim is to provide information on aspects that are central to positive outcomes for children and useful to the service.