



Education Review Office
Te Tari Arotake Mātauranga

**Pebbles Montessori Cashmere
Christchurch**

Confirmed

Education Review Report

Pebbles Montessori Cashmere

Christchurch

19 February 2020

1 Evaluation of Pebbles Montessori Cashmere

How well placed is Pebbles Montessori Cashmere to promote positive learning outcomes for children?

| | | | |
|-----------------|------------------------------|--------------------|------------------|
| Not well placed | Requires further development | Well placed | Very well placed |
|-----------------|------------------------------|--------------------|------------------|

ERO's findings that support this overall judgement are summarised below.

Background

Pebbles Montessori Cashmere is a privately-owned education and care service. It is licensed for 37 children, including up to 15 children under two years of age. Children are grouped in two rooms according to their age. Teachers use a Montessori approach to deliver the curriculum, especially for the older children.

The centre's vision is for tamariki to see themselves as competent and confident learners in an environment of peace, respect and collaboration. Leaders and teachers have recently established centre priorities for learning. These priorities are: developing the whole child, relationships, respect, inclusive communication and the uniqueness of each child's learning journey.

This centre is one of three services. The owner and general manager provide governance, and overall organisational and professional leadership across the services. The centre manager carries out the day-to-day management of this service. Most teachers are qualified in early childhood education, including Montessori education qualifications.

Leaders have made good progress in response to ERO's recommendations in the November 2016 report. Since that review:

- a new centre manager has been appointed
- the general manager position has been created
- children's learning is a stronger focus of assessment and planning
- teachers are providing stronger bicultural perspectives in their practices
- leaders have further developed their evaluation for improvement practices.

This review was part of a cluster of three services within Pebbles Preschool Ltd.

The Review Findings

Children are well supported to lead their learning, consistent with the centre's vision of them being confident and competent learners. Teachers know the children well and respond respectfully to their care and learning needs. They work alongside the children rather than direct their learning and activities. Both outdoors and indoors, children have easy access to a variety of resources, activities and play equipment. These provide appropriate challenge, motivation and extension to children's learning and development. Transition practices between the rooms are sensitively managed in consultation with the parents to best meet the needs of the children. Children have a strong sense of belonging to their centre, where learning is the focus of play and activities.

The centre manager and teachers have deepened their knowledge and awareness of te ao Māori. Children hear and have many opportunities to use te reo Māori throughout their day and experience many aspects of tikanga Māori. This includes regular karakia and developing a shared mihi. Cultural competencies are given prominence within the centre, for children and adults. Children are gaining an understanding of manaakitanga and how it can become part of their interactions and relationships with others. Māori children see their culture and identity as a valued part of their centre.

Infants and toddlers experience routines that reflect and respond to their own patterns and needs. Teachers are responsive to children's verbal and non-verbal cues and signals. The environments are well resourced and set out to encourage exploration and challenge. Play is used well to extend the development, learning and social competencies of the infants and toddlers. Children play well alongside each other and individually.

There is variability of practice in making the learning pathways for individual children clear. The best practice was when:

- teachers clearly recorded the planned-for learning, based on multiple formative assessments
- teachers recorded the specific teaching strategies they planned to use to advance children's learning
- learning stories showed the progress children had made within the planned learning pathway
- teachers used the progress information to effectively evaluate the impact their teaching had on children's learning and development.

Planning documentation shows that few parents take up the opportunities offered to them, to contribute in meaningful ways to their children's learning pathways' planning.

Leadership for the three centres is purposeful in its support of teachers' professional practice and wellbeing. Leaders have promoted a shared understanding of the centre's vision, philosophy, strategic goals and priorities for children's learning. Clear roles and responsibilities ensure all teachers are aware of the expectations of them for the delivery of the curriculum. Senior leaders support initiatives that contribute to better organisation and positive outcomes for children. These are key factors for the provision of responsive and effective teaching and learning programmes.

Internal evaluation is used effectively to improve teaching and learning, and centre-wide practices. There is useful alignment from the vision and strategic goals to centre development, and to teachers' appraisals and inquiries. Teachers and leaders participate in relevant evaluation, knowledge building and professional learning that contributes to changes in thinking and practices. Leaders are yet to show the impact of practices, improvements and systems on outcomes for children.

Key Next Steps

Leaders and teachers need to explore different approaches to gain a greater input from parents to children's planning.

To gain a fuller picture of the impact of centre developments, leaders need to evaluate the difference improved actions and practices, as a result of internal evaluation, is having on outcomes for children.

Management Assurance on Legal Requirements

Before the review, the staff and management of Pebbles Montessori Cashmere 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.



Dr Lesley Patterson
Director Review and Improvement Services (Southern)
Southern Region - Te Tai Tini

19 February 2020

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

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|---|---|---------------|----------------------------------|
| Location | Christchurch | | |
| Ministry of Education profile number | 46833 | | |
| Licence type | Education & Care Service | | |
| Licensed under | Education (Early Childhood Services) Regulations 2008 | | |
| Number licensed for | 37 children, including up to 15 aged under 2 | | |
| Service roll | 73 | | |
| Gender composition | Male 38 Female 35 | | |
| Ethnic composition | Māori | 5 | |
| | NZ European/Pākehā | 60 | |
| | Asian | 3 | |
| | Other | 5 | |
| Percentage of qualified teachers 0-49% 50-79% 80%+ <i>Based on funding rates</i> | 80% + | | |
| Reported ratios of staff to children | Under 2 | 1:4 | Better than minimum requirements |
| | Over 2 | 1:8 | Better than minimum requirements |
| Review team on site | December 2019 | | |
| Date of this report | 19 February 2020 | | |
| Most recent ERO reports These are available at www.ero.govt.nz | Education Review | November 2016 | |

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

The overall judgement that ERO makes will depend on how well the service promotes positive learning outcomes for children. The categories are:

- Very well placed
- Well placed
- Requires further development
- Not well placed

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.