



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Magnolia Montessori

Profile Number: 47687

Location: Cambridge

1 ERO's judgement of Magnolia 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.

ERO visited this service prior to 1 September 2026, at which point the responsibility for regulatory oversight for Early Childhood Education transferred from the Ministry of Education to the Education Review Office. As such, this report is presented under the approach that ERO was using at the time of the visit.

3 About the Service

Magnolia Montessori is one of two services under the same ownership. The ownership has changed since the previous review. The owner oversees governance and management, with support from an assistant centre manager who helps kaiako and manages the centre's daily operations and curriculum. Tamariki learn and play in a shared indoor and outdoor learning environment. The overarching philosophy promotes respectful and inclusive learning through Montessori principles, positive relationships, and culturally responsive practices.

4 Progress since the previous ERO report

ERO's 2022 review report identified two key next steps related to providing further opportunities for children to be involved in decision-making about their learning and consistently seeking and responding to parents' goals for their child's learning.

Good progress has been made. Tamariki are increasingly involved in decisions about their learning experiences, with opportunities to contribute ideas, share their interests, and make choices within the programme. Kaiako are giving greater consideration to tamariki voices in curriculum planning and learning experiences. Parent and whānau goals are sought in a more consistent way and are increasingly reflected in assessment, planning, and learning. These developments contribute to a curriculum that is more responsive to the strengths, interests, and goals of tamariki and their whānau.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Curriculum and teaching practices provide a strong foundation for tamariki to develop as confident, engaged and capable learners.

- Tamariki experience a responsive curriculum that supports their interests, independence and wellbeing. This is evident in their confident participation and growing capability as learners.
- Kaiako use intentional teaching to promote literacy, numeracy, and meaningful learning. This fosters sustained play and positive learning progress for tamariki.
- The Montessori principles and *Te Whāriki*, the early childhood curriculum, work together to respond to the diverse strengths, interests, and learning needs of tamariki. This enables all to participate and have successful learning experiences.
- Assessment and planning show what tamariki are learning, their strengths, and what they are becoming capable of. Learning progress, learning outcomes, and the impact of teaching for tamariki are not yet clearly visible through evaluation.

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

Professional learning processes support ongoing improvement in teaching practice and contribute to positive outcomes for tamariki.

- Professional learning, mentoring, and inquiry are well aligned to teaching and curriculum priorities. This supports improved outcomes for tamariki through informed practice and decision-making.
- Kaiako draw on new learning to respond to the strengths, identities, interests, and learning needs of tamariki. This contributes to all participating in meaningful engagement in learning.
- Te ao Māori perspectives and bicultural practices are increasingly evident within the curriculum. This supports tamariki to feel connected, included and involved in what happens each day.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership foster collective learning, growth, and ongoing improvement to enhance outcomes for tamariki.

- Leaders provide clear direction that keeps improvement efforts aligned to the service vision and priorities. This promotes coherent approaches to teaching, learning, and wellbeing for tamariki.
- Professional support and reflective dialogue contribute to increasingly confident and capable teaching practice. This is evident in teaching approaches that respond to the learning needs of tamariki.
- Relational trust and collaborative ways of working sustain a culture of everyone taking responsibility. This promotes continuity for tamariki and fosters positive outcomes.

Those responsible for governance make well-considered improvement decisions that enhance the wellbeing of tamariki and their whānau.

- The wellbeing of tamariki and whānau is well-considered through the conditions enabled by governance. Resourcing for professional learning and development, release time, and relievers is well-established and supports the smooth operation of the service.
- Governance supports leadership growth through the provision of professional learning opportunities. This enables a focus on continual improvement and development of leadership capability.
- Strategic planning demonstrates a commitment to ongoing improvement, equity and inclusion. Governance is continuing to monitor and evaluate initiatives however objectives and success measures are not yet clearly defined, making it difficult to determine their impact on tamariki.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Magnolia 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?

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

- Leaders and kaiako to refine evaluative assessment practices to better show learning outcomes for tamariki, their progress over time, and the impact of teaching on learning.
- Governance, in partnership with whānau and leaders, to monitor and evaluate progress towards strategic goals to inform decision-making and understand how well outcomes are being achieved for tamariki.

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.*](#)



Vivien Ruth
Director of Early Childhood Education

8 October 2026

9 Information About the Service

Service Type	Education and care service
Number licenced for	20 children, including up to 15 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 15%, NZ European/Pākehā 93%, South African 7%, Mexican 7%, American 7%
Service roll	14
Review team on site	July 2026
Date of this report	8 October 2026
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, January 2022

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.