

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Roots Montessori Early Learning Centre

Profile Number: 20115

Location: Northcote, Auckland

1 ERO's judgement of Roots Montessori Early Learning Centre 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

Roots Montessori Early Learning Centre is governed by a qualified service provider, supported by a team of five qualified teachers and two additional staff. The service's philosophy is grounded in Christian values, with a strong emphasis on respect, empathy, and care for self and others. The curriculum integrates Montessori principles such as emphasising respect for the child, fostering independence, and promoting self-discipline, alongside Te Whāriki, the early childhood curriculum, to support children's holistic development.

4 Progress since the previous ERO report

This is the first ERO review of the service under its current ownership and name.

An Akanuku | Assurance Review was undertaken under previous ownership in February 2023. That review identified several areas of non-compliance. While steps have been taken to address these, an area of concern relating to licensing requirements was also identified in this review.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Intentional, responsive, and inclusive teaching practices consistently support children's learning and wellbeing.

- Teachers consistently use a wide range of intentional strategies such as scaffolding, modelling, and facilitation to support children's learning, fostering children's independence, decision-making and sustained engagement.
- Literacy learning is purposefully woven through curriculum areas such as mathematics, science, and spoken language, with teachers supporting children's vocabulary growth and use of te reo Māori and English.
- Learning environments reflect a Montessori approach and provide a wide range of developmental resources for children to independently access. These support children to make choices about their own learning and develop confidence in their growing skills.
- Whānau have opportunities to contribute to the curriculum by sharing their knowledge and leading cultural events. Assessment and planning practices reflect children's interests and parents' goals, however, there is limited visibility of children's home languages and cultural identities in documentation about their learning.

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

Leaders and teachers are developing a collaborative and reflective culture and building their professional knowledge.

- The teaching team collaborate and engage in professional conversations to share intentional teaching strategies, particularly in relation to children with additional learning needs. However, they are not yet consistently documenting how well these strategies have worked for children.
- Leaders and teachers have accessed some professional learning opportunities and can articulate improvements in children's outcomes. They are yet to consistently document the impact of improved practices on learning outcomes for children.
- An established professional growth process guides teacher reflection and provides teachers with opportunities for mentoring, setting goals and receiving feedback.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service is establishing the conditions to develop leadership capability to support quality teaching.

- Leaders build relational trust contributing to a positive learning environment for children.
- Leadership is purposefully guiding curriculum and operations with a clear focus on enacting the service's philosophy.
- Collaborative internal evaluation processes are in place to support improvement. Teachers are developing their capabilities to do and use internal evaluation for improvement.

Stewardship through effective governance and management | Te Whakaruruhau

Leaders and teachers collaborate to identify strategic priorities that align with and respond to whānau aspirations for their children's learning.

- Strategic and annual planning processes support leaders and teachers to progress the service's improvement priorities. A system to effectively track and monitor progress made towards goals has not been established.
- Children's and teachers' wellbeing and learning are well considered in resourcing and decision making. Good adult to child ratios support ongoing positive relationships.
- Management works well with whānau and external agencies to respond effectively to identified learning support needs.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Roots Montessori Early Learning Centre 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, safety and wellbeing:

- 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 Areas of Concern

ERO found an area of concern in the service relating to:

- checking sleeping children for warmth, breathing, and general wellbeing at least every 5 to 10 minutes and consistently recording the times that children wake.

Licensing Criteria for Early Childhood Education and Care Centres 2008, HS9.

9 Where to next for improvement?

Roots Montessori Early Learning Centre will include the following actions in its quality improvement planning:

- For teachers to explicitly show how they acknowledge and support each child's cultural identity in assessment documentation.
- For leaders and teachers to monitor and evaluate the impact of professional learning on improvements to teaching practice and outcomes for learners.

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

20 January 2026

10 Information About the Service

Service Type	Education and care service
Number licenced for	45 children, including up to 15 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 30%, NZ European/Pākehā 22%, Indian 19%, Filipino 11%, South American 11%, Chinese 7%, Samoan 7%, Cambodian 4%, Korean 4%, Tongan 4%, Malaysian 4%, Vietnamese 4%.
Service roll	27
Review team on site	October 2025
Date of this report	20 January 2026
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, February 2023; Education Review, March 2019

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.