



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Cool Kids Montessori Early Learning Centre

Profile Number: 47745

Location: Lynfield, Auckland

1 ERO's judgement of Cool Kids 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

Cool Kids Montessori Early Learning Centre is a purpose-built service providing for a culturally diverse community, with many children, families, and teachers speaking more than one language. Most children enrolled are of Indian heritage. The service's Montessori-inspired philosophy values an inclusive learning environment that reflects *Te Whāriki*, the early childhood curriculum, and supporting children's cultural identities. There have been recent changes to ownership alongside the appointment of new leaders and teachers.

4 Progress since the previous ERO report

There has been limited progress towards the two key next steps identified in ERO's 2022 report. These were to:

- continue to promote teachers' use of te reo Māori and their understanding of tikanga Māori with children
- increase the visibility of how teachers respond to children's interests and whānau aspirations in assessment, planning and evaluation of information.

There have been a number of changes in leadership and appointment of new staff. These factors have delayed the development of a shared understanding of *Te Whāriki*, the early childhood curriculum, bicultural practice, and robust assessment, planning, and evaluation processes. Some positive actions have been initiated, such as encouraging teachers to integrate te reo Māori and tikanga Māori and early consideration of how children's interests and whānau aspirations are reflected in assessment and planning.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience learning opportunities that reflect their interests and build practical skills, supporting independence and engagement.

- Children benefit from a calm and structured environment aligned with Montessori principles and resources that enable interest-based play and self-directed learning.
- Teachers intentionally use modelling, questioning, and songs to promote language acquisition and to support literacy and mathematical learning in meaningful contexts.
- Leaders and teachers have established positive relationships with parents and are collecting their aspirations for children's learning. There is some early evidence of these goals informing curriculum decisions.
- Children experience positive outcomes, including developing social and emotional competence and engaging in meaningful cultural experiences such as language weeks, Matariki, and Diwali.

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

Leaders and teachers are working collaboratively to grow their understanding of integrating Montessori approaches with *Te Whāriki* and are increasingly applying this knowledge to improve their teaching practice and provision for children.

- Planning and assessment systems have been improved to provide feedback on children's learning and effort. However, they are yet to show children's learning progress over time in relation to the learning outcomes of *Te Whāriki*.
- Teachers reflect on and adapt their practice intentionally to promote children's learning. Leaders are beginning to inquire into how well teaching strategies support ongoing improvement.
- Leaders and teachers participate in targeted professional learning that builds capability and informs practice. Evidence of teachers' new knowledge and practice is visible in documentation and interactions with children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Newly appointed leaders are deliberately building collaborative practices and systems.

- Leaders are fostering a culture of collaboration and encourage teachers to reflect on their practice and share knowledge to improve teaching practices.
- Access to professional learning and mentoring is provided. Leaders model expectations and support teachers to build their understanding of *Te Whāriki* within a Montessori-inspired philosophy.
- A useful internal evaluation system is in place. Leaders are working with teachers to develop a team-wide, shared understanding of using evaluation for improvement.

Governance and leadership are establishing systems and strategic priorities focused on children's learning and wellbeing.

- A newly developed strategic plan prioritises outcomes for children, partnerships with whānau, and building teaching capability. Evaluation of progress is planned but not yet undertaken.
- Governance selectively recruits teachers to ensure alignment with the service's philosophy and to respond to learners' needs.
- Systems for appraisal, internal evaluation, and professional growth are being refined. Teachers are beginning to demonstrate responsiveness to children's learning through these processes.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Cool Kids 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 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?

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

- Document the progression of children's learning over time aligned with the learning outcomes of *Te Whāriki*.
- Gather parent aspirations and consistently use this information to inform the curriculum and children's individual assessment, planning and evaluation.

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

23 February 2026

9 Information About the Service

Service Type	Education and care service
Number licenced for	40 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	NZ European/Pākehā 5%, Indian 57%, Chinese 7%, Fijian 3%, other Asian 14%, other ethnic groups 16%.
Service roll	44
Review team on site	October 2025
Date of this report	23 February 2026
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, September 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.