



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Montessori STARS

Profile Number: 65039

Location: St Albans, Christchurch

1 ERO's judgement of Montessori STARS 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

Montessori STARS provides education and care for children from two years old. The owner and teaching team are registered teachers, and nearly all staff hold Montessori qualifications. The owner is the director of the service and oversees both the curriculum and daily operations. The service's philosophy aligns with a Montessori and free-play approach. The three core values of ngā hononga (relationships), whakaute (respect) and ako (learning), guide the daily teaching practice of the team. There have been some changes to staffing and leadership since the last ERO review.

4 Progress since the previous ERO report

The previous ERO Akanuku | Assurance review in February 2023 did not provide the service with any key next steps.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Planning and assessment practices are beginning to make the learning of children visible.

- Teachers document regular observations of some children and discuss these at team meetings. Documented learning shows limited evidence of planning for individual children and teaching strategies used to progress children's learning.
- A recent focus on planning and assessment of children's learning has resulted in a new approach to gathering aspirations of parents. Teachers are in the early stages of using parent and whānau voice to inform planning and evidence this in documented learning.
- *Te Whāriki*, the early childhood curriculum, is visible in some aspects of the documented curriculum. The teaching team's approach to enacting their philosophy has created a clear alignment of their core value of respect in teaching and documented learning.

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

The service is establishing the conditions and capability to support teachers and leaders to focus professional learning and goals on the impact this is making for learners.

- Teachers collaboratively inquire into their teaching practice and determine changes as a result. The service is at an early stage of evaluating changes to determine if these have resulted in improvement for learners.
- Leaders and teachers take responsibility of their own professional learning. Some professional learning opportunities align to teachers' professional goals and centre-wide internal evaluation.
- Teachers individually source professional learning, which aligns to the current collective focus on the Montessori curriculum. Planned professional learning is yet to be sourced to strategically improve teaching practice and meet service priorities.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Mentoring and coaching is at an early stage of supporting teaching and leadership capabilities.

- The leader ensures that time is allocated for teachers to hold regular professional discussions. The team are beginning to critically reflect on practice.
- Professional appraisal systems are discussed as a team and formally affirmed annually by leadership. Leaders are yet to provide targeted feedback to develop leadership capability and teaching practices.
- The leader ensures that resources align to their philosophy of learning which uses Montessori resources for children to engage in child and adult-initiated play and learning.

Stewardship through effective governance and management | Te Whakaruruhau

Leaders are beginning to consider and reduce barriers to learning for children.

- Children with additional needs are considered in resourcing decisions and inclusion into the curriculum. External agencies are utilised to provide additional support for children's individual learning and wellbeing.
- The service is establishing processes to ensure that parent and whānau voice materially influence the service's priorities, philosophy and priorities.
- Human resource procedures are being developed to ensure that all aspects of regulatory compliance are met and maintained.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Montessori STARS 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?

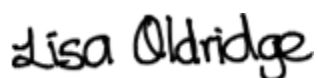
Montessori STARS will include the following actions in its quality improvement planning:

- Continue to progress assessment and planning of individual children's learning. This includes identifying what teaching strategies will be used and evaluating the effectiveness of those strategies.
- Leaders to build the capability of the teaching team through formalised mentoring and coaching.
- Establish processes to monitor the requirements of the Licensing Criteria to ensure these are met at all times.

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.*](#)



Lisa Oldridge
Director of Early Childhood Education (Acting)

27 March 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	24 children
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 5%; NZ European/Pākehā 77%; Filipino 5%; German 5%; Indian 5%; Scottish 5%; Thai 5%
Service roll	22
Review team on site	November 2024
Date of this report	27 March 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, February 2023; Education Review, June 2018

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.