



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Luna Montessori Preschool

Profile Number: 47033

Location: Glenfield, Auckland

1 ERO's judgement of Luna Montessori Preschool 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

Luna Montessori Preschool is a privately owned service. The service is governed and managed by the centre owner, who also provides professional leadership to a team of five teachers. The service's philosophy emphasises respect, kindness, determination, and individuality. It is underpinned by the Montessori educational approach, which promotes child-centred, hands-on learning to foster children's independence, self-motivation, and exploration.

4 Progress since the previous ERO report

ERO's 2021 quality evaluation report identified two improvement actions:

- Strengthening the implementation of *Tapasā*, the Ministry of Education guidelines, to promote equitable outcomes for children with Pacific heritages.
- continuing to build the capability of unqualified teachers.

Good progress has been made in both areas. While there are no Pacific children currently enrolled, the teaching team has engaged with the core values of *Tapasā* to improve their collective responsiveness in preparation for working with Pacific learners.

Support for unqualified teachers is well structured, including regular access to professional learning opportunities, annual goal setting, and ongoing mentoring provided by the centre manager.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a responsive curriculum underpinned by Montessori principles and strong family and community connections, that reflects the breadth and depth of *Te Whāriki*, the early childhood curriculum.

- Teachers' decisions about children's learning are guided by effective, learning-focused partnerships with parents. Children's transitions both into the centre and to the local school are well supported.
- Teachers use their own cultural languages to support children who speak English as an additional language. This supports their transitions into the service and fosters their sense of belonging.
- Teachers use intentional teaching strategies to enrich and extend children's thinking and support diverse ways of learning. However, they have yet to purposefully include these strategies in their planning processes or evaluate the impact of these strategies on outcomes for individuals or groups of children.

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

Ongoing professional growth and collaboration within the teaching team are embedded.

- Leaders and teachers participate in relevant and timely professional learning to build their professional knowledge and to support responsive curriculum design.
- Relational trust across the teaching team supports openness to change and growth.
- A well-structured professional growth cycle supports teachers' ongoing development. However, this process does not yet support teachers to evaluate how new learning influences their practice or affects outcomes for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership enhances professional practices, promoting a quality curriculum for children.

- Service leaders promote planning, monitoring, and evaluation of the curriculum to align with the service's improvement priorities and guiding philosophies.
- Teachers have opportunities to grow their practice through timely and relevant mentoring, both internally and externally. A distributed leadership approach empowers them to further develop their professional practice.
- Service leaders guide a structured internal evaluation process aimed at driving ongoing improvement. There is evidence of some in-depth evaluation being undertaken.

Stewardship through effective governance and management | Te Whakaruruhau

The intentional decision-making of governance supports children's learning and wellbeing.

- Governance provides a well-resourced environment, with materials and support aligned to service priorities. The retention of long-serving staff supports continuity and fosters a sense of belonging for children and their families.
- Strategic planning informs the annual plan, with a yearly review monitoring progress and considering broad benefits for children. The specific impact on groups of children has yet to be clearly determined.
- Parent and whānau aspirations for their children's learning are well reflected in the service philosophy and curriculum priorities. Leaders and teachers are intentional in integrating te ao Māori throughout the curriculum, demonstrating their commitment to *Te Tiriti o Waitangi*.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Luna Montessori Preschool 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?

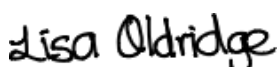
Luna Montessori Preschool will include the following actions in its quality improvement planning:

- Improve internal evaluation systems to determine the effectiveness of all aspects of the service - including teaching practices, improvement actions, and strategic priorities – in order to identify what is working well, and what is not, for individual children and groups.

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)

30 June 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children aged over 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 3%, NZ European/Pākehā, Filipino 34%, Chinese 20%, Indian 20%, Fijian 3%, 3%, European 18%
Service roll	35
Review team on site	March 2025
Date of this report	30 June 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akarangi Quality Evaluation, September 2021; Education Review, September 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.