



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Ficino Montessori Preschool

Profile Number: 47084

Location: Mt Eden, Auckland

1 ERO's judgement of Ficino 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

Ficino Montessori Preschool is situated within the grounds of the Ficino Primary school. The Ficino Educational Trust Board provides an overarching policy and management framework. The service provider, who is the principal of the school, holds responsibility for governance and management. A centre manager, appointed since the last ERO review, leads the teaching team.

The service philosophy promotes holistic education guided by *Te Whāriki*, the early childhood curriculum, and Montessori principles, with a strong focus on values such as truth, respect, obedience, responsibility, and courage. It aims to provide a balanced mix of self-directed play and structured learning to help children build resilience and develop confidence in understanding their world. Partnerships with families and whānau and ensuring relationships are culturally responsive, reciprocal, and respectful are central to the philosophy.

4 Progress since the previous ERO report

The 2023 ERO review focused on regulatory compliance. Since then, the service has sustained its compliance and regulatory requirements and maintain systems and practices that support continuous improvement.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Teaching practices strongly reflect the service's philosophy and foster children's confidence, curiosity, and sense of belonging.

- Relationships with parents and whānau are valued, and their goals for their children increasingly inform curriculum planning. This supports a more collaborative approach to strengthening children's learning and wellbeing.
- Children benefit from an environment with well-designed spaces, purposeful and calm routines, and teachers who engage them in learning over sustained periods. These conditions support the development of children's social competence, independence, and resilience.
- Intentional literacy practices, supported by print-rich environments, enable children to confidently communicate, make choices, and engage meaningfully in a wide range of learning experiences. As a result, children's oral language is strengthened, contributing to smooth transitions and greater control over their own learning throughout the day.
- Children's interests, dispositions and learning are documented well. There is some evidence of evaluation showing progress over time for individual learners, however variability in teachers' assessment and evaluative practices means this is not consistent across the service.

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

Professional learning and collaboration aligned with the service's learning priorities builds teachers' capability to enhance children's learning.

- Teachers collaborate regularly in meetings to discuss children's learning and plan culturally meaningful events with parents and whānau. This collaborative practice supports children to experience increasingly consistent, responsive and meaningful teaching.
- Teachers engage in relevant professional learning, and leaders can identify clear improvements in learner outcomes resulting from this. Teachers are beginning to show these shifts in their assessment documentation.
- Leaders provide some mentoring support for teachers and facilitate discussions within the formal professional growth cycle. These opportunities are not consistent and evidence of how mentoring influences teaching, and impacts on children's outcomes, is not regularly recorded within documentation.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership actively promotes a shared vision and philosophy, ensuring teaching practices remain aligned with service values and responsive to children's learning needs.

- Leaders have built an effective relationship with Ficino School and guide teachers to use intentional interactions that promote children's independence, confidence, and sense of belonging. These practices help children settle well into the centre and transition smoothly on to school.
- Leaders understand the processes for working with parents and external agencies when additional support is required for children with diverse needs. They are engaging with families where needed to identify emerging needs and ensure support can be provided.
- Internal evaluation processes are collaboratively implemented and lead to improvements in outcomes for children. Leaders and teachers are growing their understanding of how to show the impact and effectiveness of improvements on outcomes for different groups of children.

Stewardship through effective governance and management | Te Whakaruruhau

Governance supports centre leadership well by implementing systems that promote collective accountability and lead to improvements in the curriculum.

- An improvement-focused strategic plan, aligned with aspects of *Te Ara Poutama*, ERO's indicators of quality for early childhood education, and *Te Whāriki* is being implemented through relevant internal evaluations. Learning priorities, aligned to the service philosophy, are clearly defined.
- Governance supports positive community outcomes by helping migrant families understand the New Zealand education system and appointing well-qualified staff who uphold the Ficino philosophy. They create opportunities for families and children to learn about Aotearoa New Zealand's bicultural heritage through celebrations, and to share their own language and culture.
- Both children's and teachers' wellbeing are considered in decision-making and resourcing. This is evident in practices such as providing nutritious food and promoting mindfulness as part of daily routines.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Ficino 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?

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

- Improve documentation so it more clearly shows teachers' evaluations of how effective their teaching strategies are for different learners.
- Implement a consistent mentoring process which supports teachers to apply learning from professional development, engage in ongoing reflection and feedback, and evaluate how changes in their practice improve outcomes for children.

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

24 June 2026

9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children aged 2 and over
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 7%, NZ European/Pākehā 20%, Chinese 30%, Indian 17 %, other Asian groups 13%, Latin American 10%, Middle Eastern 3%
Service roll	30
Review team on site	February 2026
Date of this report	24 June 2026
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, April 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.