



Montessori Evaluation and Accreditation Board

School Accreditation

This report is prepared following two accreditation visits made on behalf of the Montessori Evaluation and Accreditation Board. It considers how far the school follows the criteria set out in “The Guide to the EYFS in Montessori Settings” (2008) and subsequent 2012 revisions. The second visit sought to assess the progress made on the recommendations set out in the report from the first visit.

The report does not address the standards and quality issues which are the responsibility of the Office for Standards in Education (Ofsted) which reports separately. Also the report does not provide any assessment of financial aspects of the school.

New World Montessori Nursery Schools Ltd

St. Barnabas Church, Pitshanger Lane, Ealing, London W5 1QG

Date of first re-accreditation visit: Monday 24 June 2013

Date of second re-accreditation: Tuesday 15 October 2013

Date of previous MEAB accreditation: June 2010

This accreditation report relates to the provision for children aged 2 to 5 year olds

Description of the school

New World Montessori Nursery was established in January 1997; the school is privately owned and is situated in a church hall in Ealing. The setting comprises the hall room, with toilet facilities accessed from the hallway, and a secure garden area which is used daily at set times.

The setting offers sessions every morning and afternoon during term time. There are currently 19 children on roll, who attend throughout the week. On the day of the second visit the setting had 11 children attending, a small group of them stayed all day and brought a packed lunch from home.

There are five members of staff who attend regularly, three of whom have Montessori Diplomas, one has Childcare Certificates level 2 and 3 and one is currently finishing the teaching practice component of the Montessori International Diploma. All staff members have undertaken paediatric first aid training. Staff are trained to support children with SEN and also children with additional needs. The school caters those for whom English is an additional language.

Summary

New World Montessori School aims to help children discover the joy of learning. The children show good levels of communication, curiosity, enthusiasm, concentration and confidence. This reflects the school's emphasis on treating everyone with respect and providing



individual guidance to help children fulfill their individual potential, preparing them for the future.

The setting places great importance on independence, which is encouraged through daily activities such as using the water and snack areas, where all children within the mixed group have to show patience and take turns.

Their publicity literature is clear and detailed, providing visitors and parents with a good understanding of the school's philosophy and principles. The staff are aware that the parents are important partners in providing for each child's individual welfare, learning and development. They cater for families by offering events, such as arts and craft sessions, information days and meetings. The school supports children with English as an additional language effectively.

The school's planning is relevant and all members of the staff team contribute to it, individual children's planning is organised daily. The setting has introduced a new system for recording written evidence of the children's spontaneous and extension activities and interests and how they are linked to the Early Years Foundation Stage (EYFS).

New World Montessori Nursery has a good range of Montessori materials that are suitable for the ages and ability of the children who attend the setting.

The school provides an education which follows the principles of the Montessori approach and environment. The school has successfully addressed the points for action recommended on the first visit, and this merits accreditation by the Montessori Evaluation and Accreditation Board. Consideration should be given to the following point for further development:

- Continue to embed free-flow access to the outside area.

Philosophy:

The owner and the manager have a good understanding of Montessori philosophy and a profound commitment to providing a good quality, nurturing environment that upholds the principles and practice of Montessori approach. The school's commitment to the philosophy is evident throughout the setting's day to day practice. The nursery offers a wide variety of activities for children including both self-initiated and adult-led learning.

Montessori's commitment to 'following the child', and supporting the family, and attention to preparation of the environment, are reflected within the nursery's provision. Parents are considered to be important partners in providing for their children's welfare and development. All members of staff ensure that parents have a good understanding of their child's development and interests. Comprehensive explanations of Montessori philosophy and principles are given throughout the setting's literature and website.

Learning and Development:

New World Montessori Nursery operates from one room, in which the Montessori materials are arranged and offered to the children throughout the three hour work cycle. The garden is not directly accessible from the classroom and is only available to the children at a set time.



However the setting has introduced new practice that encourages the child wishing to go outside to select his/her photo and place it in a designated place. This is working well. They offer a good range of experiences and exploration opportunities for the children throughout the year. A wide range of Montessori equipment is available daily, materials are changed around due to lack of space within the classroom; for example the world map is only available on an interest table when relevant themes or topics are studied. Emphasis is placed on the adults following the children's lead and so supporting their learning.

Staff work together to plan the children's learning and projects. The plans are displayed on the classroom's notice board, and include the themes to be explored with the children. The children are now benefiting from having more opportunities to follow their interests, and engage in spontaneously chosen activities and experiences and are effectively supported by the teachers.

Daily individual records are made: these are comprehensive and simple to use, giving an immediate picture of a child's current stage of learning and development. A good range of observational recording is employed, along with a Learning Journey book with photographs and samples of work. Parents' comments and holiday activity diaries make a significant contribution to the children's records. The setting has developed a sound system of well-considered written evidence of links between the Early Years Foundation Stage (EYFS) and the Montessori curriculum.

Prepared Environment: resources and materials

New World Montessori Nursery offers a good range of well-used Montessori materials, suited to the age and ability levels of the children attending. The staff team maintains a nurturing, stimulating and welcoming environment and the children are shown how to care for it well. The setting has introduced an effective system for responding to the children's spontaneous interests. This includes the teachers checking the environment and adding to the materials daily. The adults understand the importance of their role in the Montessori environment. They use positive language, which enhances the children's communication skills by routinely asking open-ended questions. They offer a wide range of opportunities for sharing of experiences as the children enjoy interacting and exploring language. The book area has been further enhanced by re-organisation and addition of children's own picture books and multicultural books. A big soft toy dog included in this area is much loved by all the children. New World Montessori Nursery is a diverse setting that values all cultures and religious beliefs.

The materials are set out around the classroom according to the Montessori areas of learning. They are systematically arranged and are accessible to all the children. The setting has re-organized the practical life shelves to make them simpler and more accessible to the children, allowing for more independence. They support the children's growing competence effectively.

Outdoor activities include painting, a slide, sand, watering the plants, and Montessori activities such as a broad stair. There is a very good range of materials in the outside area.

Montessori practice: independence

The staff at New World understand the importance of independence. From the time when children start at the setting, they are shown how to care for themselves, others and the environment. Children are given the time and opportunity that they need to achieve tasks



without adult support. The staff observe, intervene and guide each individual child to help them in becoming autonomous learners.

The children are given freedom of choice with guidance when required. They are well supported in making decisions about what they want to do and with whom they wish to play or work throughout the three hour work cycle.

The setting places great importance on cultural development. They have an effective policy on equality and diversity and this is reflected in its practice; for example in offering the children a global perspective on how to respect others through projects, events and celebrations such as carving pumpkins for Halloween.

Children are guided to give consideration for others and their environment, which is encouraged through daily activities such as having butterflies to care for in the classroom. The children are vertically grouped and this contributes to their learning to be patient, take turns and respect each other.

The Montessori environment and the positive influence of the teachers within the setting, promote the development of children's self-esteem and confidence. The adults acknowledge the importance of positive role modeling; they show respect for each other, for the children and any visitors. Gentle prompts are given throughout the day to support positive behaviour and grace and courtesy.

The promotion of children's independence beyond the setting is achieved through the school's commitment to developing all aspects of the children's language and verbal contact with parents. The setting is dedicated to sharing information with all parents. Parents have the opportunity to contribute to their child's Learning Journey book, share their home experiences, and make suggestions. The setting holds parent meetings twice a year.

Montessori practice: classroom management

The classroom is small but well organised and managed for the benefit of the children attending. The children are confident, independent, demonstrate good communication skills and are well settled into the routine of the setting. Very good levels of enthusiasm, stimulation and motivation are achieved. A three hour work cycle is in place during both sessions.

During their time at the setting the children are presented with new activities, and cared for by their key person as well as other adults, thereby enabling each child to get to know all the adults supporting their learning and development. The setting has weekly minuted staff meetings to discuss any issues or ideas. The children who attend in the afternoon or all day bring a packed lunch from home.

New World Montessori School makes full use of the benefits of vertical age grouping. The children are encouraged to share their experiences and knowledge with each other; for example, the older children are guided to help the younger children put their work away, by showing them how to be patient, and by supporting each other.



Montessori Practice: links with parents, including reports and records

The setting has well established links with parents. Parents are seen as partners in their children's learning and development. There is an open door policy and all parents are welcome at any time. The staff have general discussions with parents and carers in the morning at drop off, and again at pick up time. Formal meetings to discuss the children's development and progress are held twice a year.

Parents have opportunities to get involved in events, and they are given opportunities to provide feedback on these events and to make suggestions. They can offer to volunteer weekly. Parents have access to their children's records and are invited to contribute regularly to their child's Learning Journey. The school prepares written reports at the end of the summer term, which are used as transition reports for those that are going on to school.

The owner and the manager have overall responsibility for health and safety and daily routines. All the adults are responsible for helping to maintain an ordered and safe environment and the classroom and garden areas are kept clean and safe for the children.

Policies and procedures are straightforward and support safe working practices. Record keeping and observation practices are effective.

Staffing:

The staffing structure is well organised, with clearly defined roles and is documented on the parents and staff notice board. The process of staff induction is very good and is reviewed once induction has been completed. The setting has an effective formal appraisal system and evaluation systems. The key person approach is well established.

Planning for each term is suitably organized to support continued professional development. Internal and external training is regularly attended and effective in helping to develop the setting further. New World has well qualified staff and the owner and the manager play a leading role in ensuring that the school provides a nurturing and stimulating Montessori prepared environment.

Name of Assessor: Hatice D'jela

Date of report: First visit – 24/06/2013
 Second visit – 15/10/2013