

Montessori Evaluation and Accreditation Board

School Accreditation

This report is a supplement to the setting's previous MEAB Accreditation Final Report, which is published in conjunction with this report.

This report was prepared following, and is based on, two accreditation visits made on behalf of the Montessori Evaluation and Accreditation Board. It considers how far the setting follows relevant criteria in "The Guide to the EYFS in Montessori Settings" (2012/14). During the second visit the progress made with the recommendations set out in the report from the first visit was assessed and any further findings made during the second visit were considered.

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

Receiving accreditation carries the expectation that the setting will continue to work on the issues highlighted in this report and will remain committed to the ongoing development of its practice. Furthermore, that it will report to the MEAB office any relevant changes such as to premises address, ownership, hours of operation, or to the age range of children attending.

The Pavilion Montessori School

The Cricket Pavilion, Broom Road Recreation Ground, Trowlock Way, Teddington, Middlesex TW11 9QY

Dates of previous MEAB accreditations: June 2010 and November 2013

This accreditation is valid until June 2023

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

Description of the nursery school:

The Pavilion Montessori School is privately owned. It was first registered in 1988 and re-registered in 2005 under the current head teacher. The building is a cricket pavilion, located in a park leading down to a river and with access to a large recreation ground, which the children can use. The nursery school shares the premises but has sole use of them during the week. There is one main room and three smaller rooms. The main room covers the Montessori curriculum, and the smaller rooms are used for art and craft, literacy activities and for activities suited to the needs of the younger children. The fenced and paved outside area, which the children can access from the main room, has a range of resources including for sand and water play, role-play, small world play and a

reading area. There are office and kitchen facilities, and a large cloakroom where children's coats and outdoor shoes are kept along with a large photographic display that shows children engaging in all aspects of the curriculum. This room can also be used as additional teaching space. The entrance lobby contains the setting's notice board.

Each weekday during term time the nursery school offers a morning session from 09.15 to 12.15 for children aged between 2½ and 5 years, and an afternoon session from 13.45 to 15.45 for children aged 2 or 3 years. There is no lunch session. There are currently 55 children aged between 2 and 5 years on the roll. On the day of the second reaccreditation visit 35 children attended in the morning and 20 in the afternoon.

There are eight main members of staff, including the head and her deputy, and four subject-qualified peripatetic teachers attend to offer cookery, gymnastics, music and French activities. All eight main staff members were present on the morning of the second visit, with seven remaining for the afternoon. Most hold appropriate early years qualifications; four hold a Montessori teaching diploma and four have degrees, three of whom have Qualified Teacher Status. The head works full-time at the setting; five members of staff work every morning and three every afternoon. The rest of the team work on a part-time basis, including a long-serving Montessori qualified supply teacher.

The nursery supports children with special educational needs and/or disabilities as well as children with English as an additional language. It liaises with external agencies such as the local authority and speech therapists. The setting achieved the London Borough of Richmond's Improving Quality for Children scheme in 2010 and it maintains this each year.

Summary

The Pavilion Montessori School offers children a warm and nurturing Montessori environment in which they flourish; they are inquisitive and eager learners. It is extremely well-resourced and organised. The children have free flow access to all the indoor learning opportunities and to the secure outdoor play area throughout most of the three hour morning session, and the shorter afternoon session. Staff members' understanding and application of the Montessori principles and curriculum are evident throughout the setting and they work skilfully together to promote all aspects of the children's development. The adults know the children very well and use this knowledge to direct them towards exploring every facet of the curriculum.

Since the previous MEAB accreditation the nursery school has implemented a web-based record-keeping system, allowing staff to capture children's learning instantly and giving parents password-protected access to their child's development records, which are updated daily. Following the first reaccreditation visit, in collaboration with the web-based system's provider, the nursery has developed the report structure in the system so that it better reflects the children's achievements and progress.

The setting has very good relationships with parents and continues to develop strategies to engage them in all aspects of its practice. It has an exemplary approach to continuous improvement and has implemented both recommendations from the previous MEAB accreditation. Children are now fully independent as they help to prepare and manage their mid-session snack, using the crockery and serving tools provided and washing their plates and cups once finished. Furthermore, following a short registration group on arrival, the children are immediately free to engage with their chosen activities, which has facilitated a longer work cycle each session. The nursery is currently considering using its web-based record-keeping system to allow children to self-register, which will lengthen the work cycle further.

Children benefit from the staff members' proactive approach to continuing their professional development. Following the first visit the nursery school has researched and continues to access a good range of relevant and affordable training. By continuing this constructive approach, the setting will work to achieve its aspiration to offer every child a tailored Montessori early years experience. This is a nursery school filled with a great respect for childhood and a passion for delivering the very best levels of early education and excellent outcomes for its children.

The setting provides an education in accordance with the principles of the Montessori approach and environment and merits accreditation by the Montessori Evaluation and Accreditation Board.

- it is recommended that the setting continues its exemplary approach to reflective practice and to staff's continuing professional development in order to ensure that high standards are maintained. Areas for current reflection include extension of the length of the work cycles and strategies for communication with parents.

An Action Plan has been drawn up with, and retained by, the setting to address these recommendations.

Philosophy:

The staff team's passion for, and dedication to, the Montessori approach is evident in all elements of the setting's practice; the adults work together seamlessly to ensure that every child makes the most of their time in the nursery school. The children benefit tremendously from the knowledge and experience of the staff, which fosters their love of exploration and learning. The setting regularly reflects on the principles and ethos of the Montessori approach and has a positive and proactive attitude that supports every child who attends. As part of its reflective practice, the setting is considering allowing children to self-register on arrival, which will extend the length of the work cycle, giving children even more time to freely engage with their independently chosen activities. It should continue its exemplary commitment to staff members' continuing professional development and to the improvement of the excellent practice that currently exists.

Learning and Development:

Children are busy and very confidently engaged with their self-chosen activities throughout both the morning and afternoon sessions, their delight in being able to freely explore the materials and repeat activities of interest promotes a positive learning environment. Staff members know the children very well and plan appropriately to meet their individual needs and to promote their learning.

Staff to child ratios at The Pavilion Montessori School are very good – every child has the opportunity to work one to one with an experienced practitioner; children make excellent progress, with a high proportion confidently reading by the time they transition to primary school.

Prepared Environment: resources and materials

The layout of the classrooms works well to encourage children to engage with all aspects of the curriculum. The wide range of resources ensures that every child's interests can be met and the adults' ability to maintain children's engagement with the materials through their adaptations, extensions and links to classroom projects, means that children always find something of interest to extend their learning.

Montessori practice: independence, including independence at home, freedom, respect

Staff members' excellent knowledge of children's needs ensures that their emerging independence is appropriately supported throughout the work cycle. Children are bright, bubbly and curious; they treat one another and all of the adults in the environment with courtesy and respect. Children flourish in the atmosphere of trust and achievement that permeates the setting. Parents comment that they have observed their children's increasing independence at home the longer they have attended the setting.

Montessori Practice: links with parents, including reports and records

Parents speak very highly of the nursery school; they value the relationships they develop with the staff and appreciate the expertise of the team in supporting their children's learning and development. Parents particularly emphasise how much they value the direct access they have to information and ideas on their child's learning and achievements through the web-based system that the nursery has adopted since the previous MEAB accreditation. This system allows staff to record and assess effectively children's progress, and it links the Montessori curriculum with the Early Years Foundation Stage goals. Other records shared with parents include a Learning Album and a transfer summary given when the child leaves. The team is continuing to enhance its range of strategies to engage those parents not yet making full use of the current communication opportunities.

Staff: qualifications, deployment, and performance management

The nursery school's key strength lies in the passion and dedication of its staff team, led very capably by the head and deputy, who are responsible for monitoring both the staff team's performance and the effectiveness of the provision as a whole. Peer and supervisory observations are carried out regularly. Staff turnover is very low.

All team members have a full understanding of their roles and responsibilities; they work together very well and share the care and teaching of the children very effectively. Every adult in the setting has a deep love of learning and this is reflected in the children's enthusiasm to engage with everything that the setting has to offer them.

Name of Assessor: Deborah Penny

Date of first visit: 7th February 2018

Date of second visit: 9th May 2018

Date report submitted: First visit – 9th February 2018

Second visit – 9th May 2018

[Appendix to the report dated June 2018](#)

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 as well as any further findings made during the second 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.

The Pavilion Montessori School

The Cricket Pavilion, Broom Road Recreation Ground, Trowlock Way, Teddington,
Middx TW11 9QY

Date of first re-accreditation visit: 24 April 2013

Date of second re-accreditation visit: 23 October 2013

Date of previous MEAB accreditation: March 2010

This accreditation report relates to the provision for children aged 2½ to 5 years.

Description of the school

The Pavilion Montessori School is privately owned and was first registered in 1988 and re-registered in 2005 under the current head teacher. The school is located on a recreation ground in Teddington, Middlesex and operates from five rooms in a cricket pavilion.

The nursery shares the premises but has sole use of it during the weekdays. It has one main room and four smaller rooms. The main room covers the Montessori curriculum and the smaller rooms are used for art and craft, literacy activities and a room with activities for the younger children. The fenced and paved outside area, which the children can access from the main room, has sand and water play, role-play, small word play and a reading area. The Pavilion also has lavatory and kitchen facilities and a cloakroom containing the school's notice board.

The nursery supports children with special educational needs (SEN) as well as children with English as an additional language (EAL). It liaises with external agencies such as the local authority and speech therapists. There are currently 48 children aged between 2½ and 5 years on the roll. On the day of the second re-accreditation visit 32 children attended in the morning and eight in the afternoon. The school has three term entries a year.

The school operates two separate sessions each weekday during term time, from 9.15 to 12.15 and 13.45 to 15.45. All the morning children leave at the end of the morning session and additional children attend the afternoon sessions. There is no lunch session. There are 18 members of staff, including the head and her deputy. The majority of the team hold appropriate early years' qualifications; eight of them hold a Montessori teaching diploma and nine have degrees. Three peripatetic teachers offer cooking, gym and French sessions. Two members of staff work full time, both mornings and afternoons, one of whom is the head. The majority of the team work on a part time basis.

Summary

The well-motivated staff team at Pavilion Montessori offers a curriculum that follows the Montessori philosophy. Excellent teamwork helps the staff provide a supportive and interesting early years' environment in which the needs of the children are met extremely well. The atmosphere in the school is one of industry and harmony. Staff acknowledge children's differences and embrace these and the children progress well in all areas of learning and development. The nursery is highly effective and the outcomes for children are consistently exemplary. The staff make very detailed evaluated observations and are

therefore able to provide a learning environment that follows the children's interests. Children benefit from the very well organised, vibrant and stimulating environment and have access to high quality materials; these are enhanced by extra materials for seasonal changes and topic work.

The staff are working on continuous improvement and have successfully implemented most of the recommendations from the first re-accreditation visit, but still have a compulsory circle time at the beginning of the morning. Group activities such as cookery, music and gymnastics are included during the morning sessions. The school has implemented the recommendations from the previous MEAB accreditation by developing a quiet area in the literacy room for pre-reading, by having more opportunities for creative exploration and expression and it has now also extended the length of the work cycle.

The highly effective partnership between parents, professionals and other agencies ensures all individual children's needs are met. The children are confident and kind and make excellent progress in this lively and well organised Montessori school.

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 points for further development:

- To consider making large group activities optional, for example the first circle time.
- To consider providing plates for the children to use at snack time.

Philosophy:

Adherence to the Montessori philosophy is the foundation for the children's learning at Pavilion Montessori. The aim of the school, as mentioned in the prospectus, is to develop confident, happy children who are able to work independently. This is made evident by the children's calm and industrious behaviour during the work cycle. The management team share information with their staff and ensure that all those involved with the children have a good understanding of the Montessori philosophy. In-house Montessori training for all the staff has been successfully introduced following the first re-accreditation visit and this has given staff an opportunity to revise their Montessori practice.

The parents are well informed as to the school's philosophy when their child starts and this is reinforced at parent meetings by the staff. Parents are very appreciative and keen to use the Montessori philosophy at home.

There are extensive and comprehensive written policies and procedures to ensure that the aims and objectives are understood and adhered to by all those involved with the nursery, and daily routines are clear. These are reviewed annually.

The staff develop a positive relationship with the children and the high staff to child ratio ensures that they are on hand to help when needed. The work cycle has now been extended to

two and a half hours in the morning and two hours in the afternoon. This gives the children more time for self-initiated learning. During both the morning and afternoon sessions the staff provide an environment that promotes independence and self-discipline and that has been prepared in accordance with the Montessori philosophy. The staff are excellent role models and have high expectations of the children's behaviour, giving them the opportunity to learn to respect themselves, the environment and each other and to develop self-control. During the work cycles the staff offer inspirational provision with exceptional organisation of the educational programme and learning environment, following the Montessori philosophy.

Learning and Development:

Pavilion Montessori has an excellent range of child focused materials and activities in the main classroom; these cover the Montessori and Early Years Foundation Stage (EYFS) areas of learning. The extra rooms are used for art and messy play, literacy and activities for the younger children. Materials in all the rooms are changed to coincide with planned project work. The paved outside area is open for the whole work cycle and is well equipped with relevant activities suitable for the space that is available. On the day of the second re-accreditation visit conkers were being used for a counting exercise.

All staff meet regularly and plan the children's activities together to ensure that the needs of the relevant age groups are met. The children enjoy self-initiated individual activity and spontaneous groupings, giving them opportunities to investigate, explore and be creative both indoors and out. The planned topic is integrated into some of the activities, and observations are used to assist future planning. Children have individual record cards organised by the Montessori areas of learning and reflect the progressive nature of their learning. Topic and project planning loosely use the EYFS areas of learning to link the Montessori materials to the principles of the EYFS.

Following the first visit the work cycle has been extended by having snack available for the children throughout the morning and afternoon sessions. However, large whole group activities still take place during the morning, giving less time for independent learning.

The excellent communication between staff and their effective management helps ensure that all the adults know their responsibilities regarding the learning environment and they are made aware of any changes.

Pavilion Montessori provides a nurturing environment in which integration and inclusion are effective. The staff are able to support children with learning difficulties and English as an additional language (EAL), involving outside agencies when necessary. They use specific resources to help develop speech.

Prepared Environment: resources and materials

The rooms are separately set up to accommodate different aspects of the curriculum. The cloakroom is used to display photographs and has an informative notice board. This room is also used for groups of children who need more attention as it is quiet and accessible. The

literacy room has an abundance of reading books, reference books and puzzles; by re-organising the books they could be made more accessible to children. Another of the small rooms is used predominately for the younger children and is resourced to meet their needs. The art room next to the main room is a vibrant and well-organised area used for more messy activities.

The main room has a wealth of resources that take into account the children's ages, interests and understanding, as well as home backgrounds. The equipment and resources available are highly stimulating for the children, motivating them to explore various learning concepts. Furthermore, all equipment, toys and resources are meticulously cared for, which encourages the children to look after them too. All the children enjoy the beautifully displayed and interesting nature table. There is a wealth of pictures on the walls in the passages but they are not overwhelming in number in the classrooms.

The curriculum areas are very clearly defined and the children move freely with confidence and self-control from one area to another. The children have the option of working inside or out, or in any of the rooms, throughout the work cycle. The outside area is shaded with a pretty awning and includes a sand tray, small world play, bricks and other appropriate activities suitable for this small paved area. The children are also occasionally taken out to the large playing field adjacent to the school building, where there is a small adventure playground.

Each teacher has a daily responsibility for preparation and maintenance of an area of the classroom, and so ensure that children have good access to the learning resources.

Montessori practice: independence, including independence at home, freedom, respect

There are plenty of opportunities for children to develop their independence during their time at The Pavilion Montessori. The children show a high level of respect for the environment and readily respond to the expectations of those who work with them. The staff promote respect by effective role-modeling. The children are learning the difference between right and wrong and the adults support this by helping them to understand the consequences of their actions or words. Children work effectively in groups or individually, making friends and learning to respect each other's' needs.

During both re-accreditation visits the outside area was open during the whole work cycle. Following a recommendation made at the first visit the snack table is now part of the fabric of the classroom and the children can go to it whenever they choose. Washing up facilities, which are popular, are now provided. Plates should be provided for children's snack. The staff have plans to provide facilities for children to prepare their own fruit during both the morning and afternoon sessions. Large group activities could also be made voluntary so that the children have freedom of choice of activity throughout the whole morning session.

The relationship that the school has with the parents is highly effective. The parents are very appreciative and are welcomed into the classroom when the children come in and when they are collected. The school uses parent evenings and daily verbal communication and literature to successfully promote the Montessori philosophy and the importance of independence. Activities and suggestions from the nursery are well supported at home.

Montessori practice: Classroom management

The staff interact well with the children. They observe children at play and will only intervene when it is essential and in a manner appropriate to the individual child. This is highly beneficial for the children as, during the work cycle, they learn at their own pace and naturally develop their independent thinking. Staff also give children opportunities to initiate conversations with each other and with the adults. Staff are skilled at encouraging children's thought processes as they ask open ended questions and introduce new concepts to stretch children's learning.

Excellent communication between the staff ensures that they all have a clear understanding of their roles and responsibilities. Staff move around the classroom or outside, following the rota, and work with any of the children, not necessarily just those in their key person group. The children enjoy the benefits of being in a mixed-age group. Presentations of the materials are given as required but for most of the time the children work independently, allowing them to follow their natural rhythm of activity. The length of the work cycles has been extended by at least three quarters of an hour to two and a half hours in the morning and two hours in the afternoon.

The robust policies, procedures and practices in place are highly effective in helping to promote the welfare of the children. They develop a good understanding of healthy eating as they make selections at snack time and take part in cooking activities. They are given opportunities to learn about food and they also make the most of the outside environment.

Montessori Practice: links with parents, including reports and records

The setting is led and managed with reference to the Montessori ethos. Each child is treated as an individual and their well-being is fundamental to the nursery's practices. All staff are active in the key person role and children's attendance patterns determine which key person is assigned. Open communication is encouraged and staff are available at the beginning and end of each session to speak to parents and carers. Verbal communication with the parents is excellent.

The nursery is pro-active in continually developing a good partnership with parents and carers through parent evenings, where the emphasis is on Montessori philosophy and how to implement the principles at home. This significantly contributes to a consistent approach towards the children's care and development. Parents are actively involved in their children's learning through sharing information. Following the first re-accreditation visit, the format of the end of year reports has been revised and these are now compiled under the three prime EYFS areas of learning, which are Personal, Social and Emotional, Communication and Language and Physical development. A comprehensive transfer report is prepared for children moving on to their next school.

The good and robust systems of observations, assessment and planning help ensure that each child engages in an individually tailored learning experience. All members of staff make short evaluative observations regularly on all children attending the nursery. For each child there is a checklist of Montessori equipment, which is regularly updated. Weekly staff meetings are used

as an opportunity to keep everyone updated on the children's progress. All staff annotate the children's records regularly, ensuring that children are being challenged and their achievements recorded. Following the first re-accreditation visit longer, evaluated tracker observations of the children and their environment have been very successfully introduced; these provide a comprehensive and very useful monitoring tool for all the children attending the nursery. The child's key person is responsible for providing longer observations and compiling their records to ensure that each child is making appropriate progress.

Staffing:

The head demonstrates a profound commitment to the school. She has over eleven years' experience of working in a Montessori environment, for eight of which she has been leading the Pavilion School. The staff are well qualified and the strong leadership and management of the nursery has an excellent impact on the outcomes for the children. The head works directly with the children on a daily basis and is around to help when needed. Clear understanding of roles and the head's receptive attitude to the teachers and their suggestions all make for a happy team. The staff are highly motivated and are constantly looking at how to develop and progress. Continuous improvement is given high priority and staff undertake extensive and varied training, which now includes Montessori refresher training.

The morning and afternoon sessions are run independently of each other, with different children attending. The majority of the staff work either in the morning or the afternoon. The owner and one other member of staff are in the school full time.

Key persons monitor the curriculum and children's developmental records frequently, which provides a consistent approach to promoting children's learning and development. All staff have input to the planning and their ideas are valued. The staff meet each day to discuss the children informally and have more formal weekly minuted meetings. The staff's commitment to their Montessori practice is evident through the careful planning of the environment.

Induction for new staff is comprehensive and some of the team have been parents in the school. Staff appraisals are completed annually. Following the first re-accreditation visit plans have been drawn up to include written observations of the staff (peer or supervisory), and they will be used as part of the appraisal system.

It is clear that the whole team at Pavilion Montessori is committed to the Montessori philosophy; they provide the children with a successful learning experience in a very well-resourced environment that is used effectively.

Name of Assessor: Charlotte White

Date of reports: First visit – 26 April 2013

Second visit – 25 October 2013