

MEAB Accreditation Handbook

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Introduction

Welcome to the **Montessori Evaluation and Accreditation Board** site.

Here you can find out more about the MEAB scheme, which aims to ensure that all schools using the Montessori name offer high quality education and care to children.

The accreditation process looks at how a setting delivers Montessori principles through its daily practice. MEAB reports are available on our website and should be read alongside the school's Ofsted report which covers statutory compliance in England. Relevant national regulations should be considered for schools operating outside England.

There are many benefits of MEAB accreditation for Montessori schools and for their teachers, prospective parents and, of course, the children who attend those schools.

The MEAB administrative team invite you to join this group of Montessori settings committed to ongoing improvement of their practice.

1. MEAB's Vision, Mission and Values

MEAB's vision is to lead the Montessori community in its reflective practice and focused improvement.

It is at the forefront of Montessori accreditation both in the UK and internationally, and draws on the expertise of Montessori practitioners and non-Montessori educational professionals alike.

MEAB's mission is to acknowledge and support good Montessori practice and thereby promote greater understanding of such practice amongst parents and the wider educational sector.

The values which are upheld in providing MEAB's services are:

- To carry out its commitments in a professional manner
- To be supportive in helping settings to review and improve their practice
- To build partnerships with individuals and organisations in order to pursue MEAB's vision
- To respond to the needs of the Montessori community

2. History of MEAB

The Montessori Evaluation and Accreditation Board (MEAB) was established by the Montessori St Nicholas Charity in 2007. The key objective was to create an accreditation body with the capacity to guide and support Montessori schools, nurseries and day-care provision committed to continuing professional development and high quality Montessori practice.

The initial working party consisted of experienced Montessorians led by Dr Martin Bradley. With his guidance, the initial criteria for accreditation were discussed and established, and the first cohort of assessors was interviewed. The initial training of assessors was supported by the British Accreditation Council (BAC) and the Independent Schools Inspectorate (ISI).

The accreditation scheme was launched in the spring of 2008 when 30 schools expressed interest in participating in the programme. That the Montessori community values the accreditation programme is witnessed by the case studies available on request and by the Testimonials on this site. The scheme flourished over the next three years, and by June 2011 the number of accredited schools had reached 118; the pilot schools then began to participate in the first round of reaccreditations, commencing January 2012.

Initially the accreditation process involved only one visit by the assessor. In the spring of 2011 a review took place and since the summer of 2011 each setting receives two visits, facilitating the opportunity to implement some of the recommendations included in the assessor's Initial Report and giving a longer timescale over which practice could be reviewed by the assessor and setting. Each accreditation of a setting now comprises two visits (or at least two days in the case of international accreditations), with an Initial Report that includes an action plan for development and then a Final Report prepared following the second visit. This report is first considered by the Report Monitoring Group, which ensures consistency between reports. All accreditations are then validated by the Montessori Evaluation and Accreditation Board prior to the school receiving its accreditation certificate and report.

The whole accreditation process is regularly reviewed to ensure that it continues to promote MEAB's vision and mission.

3. Who's Who?

MEAB Board		
Professor Michael Gibson		Chair
Felicity Marrian		
Sarah Rowledge		
Anne-Marie True		
Report Monitoring Group		
Barbara Isaacs	Chief Education Officer	

Michele Dows-Miller	Accreditation Officer		
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Michael Gibson

Michael Gibson has had a number of roles in higher education, including: Head of Initial Teacher Training and Head and Professor of Education at Kingston University, BED Induction Co-ordinator, College Publicity Co-ordinator, Transport Officer, School Experience Co-ordinator, Faculty of Education Course Timetabler, member of the University Research Committee (10 years), University Quality Assurance Committee (20 years) and Academic Board (30 years) as well as acting as an External Examiner for History in many institutions and for BEd, BA and MA courses in several institutions.

He has also written and published over fifty books, mostly studies of historical periods (some on the sixteenth and seventeenth centuries, a number on the nineteenth and twentieth centuries), peoples (including four books on the Vikings, three on the Native Americans, two on the Crusaders and two on Japan and the Samurai), and historical figures (e.g. Peter the Great; Charles II; Gandhi and Nehru; Tito). In addition to these he has produced socio-economic studies of unemployment and poverty as well as a number of titles on science subjects (e.g. studies of the flora and fauna of Europe, Africa, Asia, Australia and the Americas) and a variety of articles for *Teaching History* and *Environmental Studies*.

Currently he is the Chair of the Montessori Evaluation and Accreditation Board (MEAB); acting as Quality Assurance Officer for the Wandsworth SCITT, supervising a considerable number of primary and secondary GTP and OTT trainees and still interviews and assesses large numbers of GTP candidates; and is employed on a freelance basis to provide INSET and quality assurance advice.

Felicity Marrian

Born in South Africa, Felicity has been teaching Montessori for over 30 years having done her training at St Nicholas. She owns and runs two Montessori schools in Kensington, London. She has two daughters, both teachers. She is a Trustee of the Montessori St Nicholas Charity.

Sarah Rowledge

In April 1999 Sarah Rowledge opened Absolute Angels Montessori Nursery, with the grand total of three children. There are currently over 100 children on role, with provision for children from six months to 11 years. Soaring High Montessori School opened in September 2007. Having her own nursery, and adhering to the Montessori ethos and philosophies as closely as possible, has only furthered Sarah's belief that it is the most amazing foundation for any child to have.

Over the past few years she has become more involved at a national level and was the MSA Chair for the primary sector, was the Project Manager for implementing the Montessori approach to education in the state school Gorton Mount Primary, trained the staff in the state Montessori school, Stebbing, Essex, and is a trainer for Effective Language Use across the UK. There are now many settings, both Montessori and state registered, that have adopted the strategies demonstrated, with positive feedback, and changes in children's behaviour.

Anne-Marie True

Anne-Marie True trained at St. Nicholas Montessori College and has been the Principal/Proprietor of the Barnes Montessori Nursery since September 1987. In 2012 she obtained her BA (Hons) in Early Childhood Studies and went on to complete her Early Years Professional Status (EYPS). She was awarded *Montessorian of the Year* in 2011.

As a committed Montessorian she has also been a member of the Montessori Centenary Committee and MEYF co-ordinator (London region). She is currently on the Montessori Evaluation and Accreditation Board (MEAB) and the MCI Montessori Examinations Board.

Anne-Marie was one of the founder members of Save Our Nurseries. She was a Schools Forum Representative for the PVI sector (Richmond) and the Diocesan Representative of the Education Overview and Scrutiny Committee for the Borough of Richmond upon Thames. She was a school governor for both a boys prep school in Kingston and a local primary state school in Richmond for many years.

Anne-Marie takes an interest in local activities and attends many courses. She is a trustee of a Catholic Charitable Trust. She is married with three grown up children.

Assessors

The accreditation visits are carried out by our team of MEAB assessors.

Qualifications of MEAB assessors

MEAB assessors are graduates with Montessori qualifications. They have a minimum of five years' Montessori classroom experience, and most of them have Montessori school management experience. Some of our assessors are also proprietors of Montessori schools. Many of them have participated in early years inspections for Ofsted and several are trained ISI early years inspectors.

Training

Our assessors initially received specialist training endorsed by the British Accreditation Council (BAC), and agree to attend at least two MEAB training events each year to ensure that our procedures are consistent, current and relevant to the needs of the Montessori community. During the academic year 2010/11 the assessors undertook further training by the nationally recognised Chartered Institute of Educational Assessors.

Assessor's role

The role of the assessor is to conduct a peer review of the Montessori practice in a Montessori day-care, nursery, school or home-based setting. They visit the setting twice, evaluate practice following the MEAB criteria at both visits, feed back to the owner/manager and the staff, make recommendations to the setting and prepare a written report of each accreditation visit. The recommendations, as contained within the written report, are subject to review by MEAB's Report Monitoring Group and the reports are validated by the Montessori Evaluation and Accreditation Board which meets twice a year.

The assessors are monitored and supported by members the Report Monitoring Group. They are expected to use digital technology before, during and after their visit. All the assessors are appointed for a period of three years and are self-employed.

MEAB Assessor Team

In addition to **Barbara Isaacs** (Chief Education Officer for Montessori St. Nicholas), **Michele Dows-Miller** (MEAB Accreditation Officer) and **Philip Davies** (technical editor), the MEAB team includes the following assessors:

Michela Castellarin Mont. Dip., BA (Hons). Michela is the Diploma Course Leader for the Montessori Centre International.

Jeremy Clarke BA, Mont. Dip., Leader of E-Learning for the Montessori Centre International. Jeremy spent many years as a school teacher and was the Foundation Stage Co-ordinator for a large state school in Manchester during its transition to Montessori practice. He became a MEAB assessor in 2012.

Wendy Compson Mont. Dip., Mont. Dip. Advanced, BSc (Hons) Natural History, Ecology and Conservation, MA (Ed). Wendy has 30 years' experience of owning and running a school for children from 3 months to 11 years using the Montessori method. She is an educational consultant and mentor for Montessori schools internationally, from infant through to high school age groups and with a special interest in the outdoor environment. Wendy is a MEAB assessor because she feels passionately that the high standards achieved by Maria Montessori should be maintained and because she wishes to help nurseries, schools and their leaders to give as many children as possible the opportunities to develop their individual personalities and to help them to help themselves.

Andrea Dalling has been working with children aged from birth to six years for over 25 years, both in the UK and abroad. She gained her Montessori diploma at MCI London in 2000 and went on to complete a BA (Hons) in Early Childhood Studies. She established her home-based Montessori provision in 2003. She works in close partnership with the local authority and community to promote home-from-home care and education for babies and toddlers and also to highlight the importance of continuing professional development, including for child-minding settings. She has been a MEAB assessor since 2008, which has helped further her knowledge and utilise her skills to support reflective Montessori practice. Her setting was the first home-based Montessori childcare provision for babies and toddlers in London to receive MEAB accreditation, and she currently works in partnership with a neighbouring MEAB accredited Montessori pre-school.

Rebecca Hendry B.A. (Anthropology) 1995, T.E.S.O.L. Certificate 1996, Mont. Dip. 2002, GTP (Graduate Teaching Programme, Primary) 2004. Since 2013 Rebecca has been a Montessori teacher at a MEAB accredited setting where she enjoys her role as the SEND and Inclusion Coordinator and, in particular, working with other professionals who support children's language and communication development.

Mary Lazo has an M.Ed., BA (Hons), RSA Dip. TEFLA, Mont. Dip. and EYPS, and over 30 years' experience teaching children and adults abroad and in the UK. For the past 12 years she has worked in Montessori schools as deputy and then manager and is currently the Principal of a Montessori setting in Bristol. Mary is also involved in supporting Montessori students and delivering training. She became a MEAB assessor as she believes that supporting peer review in a Montessori context is extremely valuable as a tool for improvement. Being able to focus and reflect on our Montessori principles and how they are put into practice is beneficial both to the children and staff team.

Denys Lyne BA (Hons), PGCE, Mont. Dip. Advanced, ATS Dyslexia, SpLD Dip. Dyslexia. Denys has been a qualified Montessori teacher for 20 years and Deputy Head of a Montessori primary school for ten years, where she is also SENCo and Head of Curriculum and Training. She became a MEAB assessor at the very start of the Scheme in 2008. She is passionate about Montessori and wanted to be part of a structure that not only acknowledges authentic Montessori settings but helps practitioners to grow in their Montessori practice and to celebrate their achievements.

Anne McConway BA (Hons), PGCE, EYPS, SpLD Dip, PPM, Mont. Dip.. Anne was a Montessori proprietor and manager from 1985-2006, with all outstanding inspection reports. She concurrently retrained as a Specific Learning Difficulties teacher followed by PGCE and EYPS qualifications. She has worked as a SENCO in nursery, primary and secondary schools and as an inspector for Ofsted and other companies. She currently works with university students and has been a MEAB assessor since 2008. She became a MEAB assessor as she is passionate about the Montessori approach.

Amy McKenzie has been working in a Montessori classroom since 1999. She completed her Montessori teaching diploma in 2003 and went on to take a BA (Hons) in Early Childhood Studies. She has significant leadership experience and worked as a head teacher of a MEAB accredited school. She is also the founder of The Calm and Creative Company, hosting creative workshops for young children, and works as an Early Years Inspector. She is a strong advocate of the Montessori philosophy, having had the privilege to work in a number of high quality Montessori nurseries alongside some highly inspiring teachers. She feels that this experience places her well to celebrate and support the good work of other Montessorians through the MEAB Accreditation Scheme.

Carolyn McNeill has been Principal of her Montessori school for over 25 years. She has a BSc (Hons), Mont. Dip. and EYPS, and recently completed a Graduate Diploma in Law. She has written and delivers parenting courses, believing passionately that early Montessori education enriches peoples' lives. In 2008 Carolyn trained as a MEAB assessor in order to share her expertise and to work cooperatively to enhance Montessori practice. She considers it a privilege to have worked with so many visionary leaders both across the UK and internationally.

Susie Norman gained a Montessori Teaching Certificate from the Montessori St. Nicholas training college in 1992. She established her first Montessori school in 1993 and now has three schools in Suffolk. She has been a MEAB assessor since 2010 and feels privileged to be part of such a reflective peer-review scheme. Susie continues to update her professional knowledge through training such as the CIEA's Chartered Educational Assessors Course and PTTLs.

Deborah Penny has worked in the childcare sector for over 25 years, for the last 16 years as area manager for a group of Montessori full day care nurseries. Her qualifications include the Montessori Early Childhood Teaching Diploma, an Early Years Foundation Degree, a BA (Hons) in Early Years Care and Education and a Post Graduate Diploma in Professional Studies in Education. Deborah is also a qualified NVQ Assessor, External Examiner and Teacher Trainer for Montessori Centre International and holds a Level 3 Training and Development NVQ. Deborah has worked with (and learned from) children from all over the world in Montessori settings and Teacher Training Colleges in America, Africa, Dubai and in Kuwait, where she lived for ten years. She joined the assessor team at MEAB in 2013 to support the proactive visions and values of the team and to share her knowledge and experience in support of the drive for excellence that is at the heart of every Montessori setting.

Rosie Roberts is the owner of a Montessori nursery school, a representative for the Montessori Schools Association, a lecturer, tutor and student mentor for Montessori Centre International, and an associate trainer for the local authority (Embedding Listening within the Early Years – Supporting listening as a way of life and Inspired by Under 3's). On behalf of the MSA she organises meetings for the Montessori community and delivers training in all aspects of the Early Years Foundation Stage and Montessori practices. Rosie holds a BSc (Hons) in Psychology (2000), and a Montessori Early Years qualification from MCI (1990).

Diane Sharman gained her Montessori qualification in 2000. She has since worked in a range of settings, working up to management level. She currently offers Forest School sessions to local schools. She enjoys using her experience and knowledge to help settings on their accreditation journey.

Raju Surelia Mont. Dip., BA (Hons) (first class) in Early Years, FdA in Leadership and Management, EYPS. Raju has 25 years Montessori experience, 23 as a manager and owner of a Montessori setting, which remains her current role. She became a Montessori assessor to share her expertise with peers and is passionate about good Montessori practice.

Maureen Taylor gained a Teachers Certificate and B.Ed. (Hons) from Reading University in 1976 and an MA (Sociology of Education) from London University in 1983. She taught in mainstream schools for many years and has been an NVQ Assessor and Registered Nursery Education Inspector. She set up a day nursery in the South West in 1991 and decided to enrol on the Diploma course with the London Montessori Centre. She enjoys both teaching on Montessori training courses and undertaking training herself. She is passionate about the Montessori approach and about working with MEAB to support the accreditation of settings - it was the positive experience of her own nursery's first MEAB accreditation in 2012 that prompted her to undertake assessor training in 2013.

Charlotte White has a Montessori Diploma and has been an assessor for MEAB since the Scheme's inception. She is regularly involved in assessment visits, both in the UK and internationally. She has over 30 years' experience of working in a Montessori nursery school, the last 23 in a supporting and senior position. She continues to have a strong association with the school in an advisory capacity, she provides parenting classes and also maintains her own continuing professional development. She has three children and regularly looks after her six young grandchildren.

4. Benefits of MEAB Accreditation

What does **MEAB** accreditation mean:

For Parents

The knowledge that an accredited school:

- fulfils the criteria of high quality Montessori provision
- is expected to meet national regulatory standards
- demonstrates effective links with parents.

The Montessori Schools Association web pages flag up accredited settings and link to their reports so that parents can get a better idea of the quality offered.

"I think MEAB is a huge reassurance for parents".

For Children

Accreditation is awarded to schools that:

- trust and respect a child's need to learn through freedom of choice
- have a prepared learning environment that supports a child's natural path of development
- acknowledges each child's individuality within the context of their own family.

"The accreditation ensures that schools using the Montessori name have to offer the high quality education it stands for. This can only result in being an advantage to the children."

For Students and Teachers

- reassurance that the school is expected to have qualified Montessori teachers leading the learning
- knowing that the prepared environment is of sufficient quality to support the child
- membership of the Montessori Schools Association – the professional body that supports Montessori schools and staff in the UK

- expectation that the school is committed to the continuing professional development of all staff members. MCI now looks to place students in MEAB accredited schools.

“... our children seem happier and our environment feels more harmonious. It has been an opportunity to reflect on my own career and revisit my reasons for choosing the Montessori path. Being part of good Montessori practice and watching how it enriches the lives of children has brought me tremendous personal satisfaction and thanks to the MEAB accreditation scheme many more lives can be as richly rewarded.”

For Schools

- Credibility – the knowledge that your genuine Montessori practice is recognised
- Cohesion – the opportunity to belong to a national body that is committed to the delivery of high quality care and education and to enjoy additional benefits offered through the Montessori St. Nicholas Charity and the membership of the MSA
- Award-winning – having the verification of MEAB to differentiate your setting as a genuine Montessori school, with the logo, certificate and website listing to support this differentiation.

MEAB accreditation provides a cost-effective and straightforward way of demonstrating to parents, Ofsted, local authorities and staff that the school is committed to on-going self-appraisal and quality improvement.

5. Accreditation Process

Guidance for settings wishing to be accredited

5.1 Eligibility Criteria

The setting (home-based, day care, nursery and/or school) should:

- be a member of the Montessori Schools Association (MSA)
 - be established for at least 18 months before applying for accreditation and have been inspected by Ofsted (or other relevant national inspection body) at least once since becoming established/in new ownership/changing premises. In some circumstances we can accredit sooner, such as when a new setting is part of a chain/provision which has one or more settings that are already MEAB accredited
 - follow the EYFS, or other national framework *
 - be committed to the delivery of high quality Montessori education for children from at least one of these age-groups: birth to two/three, two/three to five/six, six to nine, or nine to twelve
 - have Montessori qualified staff in the areas of the provision seeking accreditation, supported by practitioners committed to continuing professional development. The accreditation may apply just to the areas of the provision where the Montessori qualified staff work if other areas of the setting are not recognised as following the Montessori approach
 - have a prepared learning environment (both indoors and outside) that enables children to learn following Montessori’s description of children’s natural path of development
 - trust and respect children’s need to learn and develop during the two and a half to three hour work cycle which facilitates self-initiated and free-flow learning opportunities in all areas of the curriculum, indoors and outside
 - be committed to working closely with parents
- be prepared to commit to the accreditation as a means of ongoing professional development of the setting to which the whole school team contributes.

*In the event that a setting fails to meet its legal obligations and statutory requirements, its MEAB status may be suspended until such time that these standards are met.

5.2 Step by Step Guide

How the accreditation process works (it will take approximately six months):

STEP 1. Expression of Interest

Complete an expression of interest form and email it to Michele Dows-Miller at Meab@montessori.org.uk. Indicate when you might like to have your initial visit and pay the One-off Registration Fee.

STEP 2. Preparation of Schools Form (S1)

Start working with your team on revisiting your Montessori values and practice and complete the self-evaluation Schools Form S1. This form will give the assessor information about your school and how you operate.

The 'How to Prepare' page of this section offers valuable guidance on this part of the process.

STEP 3. Submit Schools Form (S1), Prepare for Initial Visit by Assessor

When you have submitted your S1 Schools Form and paid the Accreditation and Report Fee, the Accreditation Officer will liaise with MEAB assessors to set a date for your initial visit, and with you to agree the date of this visit.

The assessor (or team of assessors for larger schools) will contact you prior to the visit to introduce him/herself and to get travel directions and finalise the details of the visit.

It is not your responsibility to organise accommodation for the assessor, should it be needed (this applies to UK settings only).

In preparation for the assessor visit, use the document checklist Form S2, which will help ensure that you have all the written evidence for the statements made in your S1 form. Please indicate on the S2 form where the assessor may find the evidence in your documentation and have it ready for the initial visit.

STEP 4. Initial Visit by Assessor

The assessor will initially spend a day in your setting; in particularly large settings you may have two assessors. They will observe, talk to children, parents, the owner, manager and staff. They will also look at your documents.

At the end of the visit they will give you feedback. You can decide who will sit in on the feedback. They will make verbal recommendations to you during this feedback.

STEP 5. Assessor's Initial Report

After the visit the assessor will write the Initial Report, which will include the recommendations. This will be emailed to you to check its factual accuracy and for you to complete the action plan section of the form, which will demonstrate how you will work towards the recommendations set.

You will need to return this Report to the Accreditation Officer within two weeks of receiving it. If we do not hear from you within that time we will assume that there are no factual corrections.

STEP 6. Preparation for Assessor's Second Visit

The Accreditation Officer will liaise with you to agree a realistic time-scale for your second visit (this is normally around three months from your initial visit).

Having satisfied yourself that you are working towards the recommendations you will liaise with the Accreditation Officer to finalise arrangements for the second visit.

STEP 7. Second Visit by Assessor

This will follow a similar format to the initial visit: the assessor will again look at all aspects of your practice and, in particular, at the progress you have made with the recommendations. Additional recommendations may be made.

Verbal feedback will be given, any new recommendations will be discussed and the assessor will then prepare the Final Report which will contain one of the following statements:

- *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.*
- *The setting provides an education which follows the principles of the Montessori approach and environment. The setting has successfully addressed 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:*
- *The setting provides an education which broadly follows the principles of the Montessori approach and environment; however it has not met fully the recommendation(s) set out in the previous accreditation visit(s). This merits accreditation by the Montessori Evaluation and Accreditation Board for one year and the setting must address the following points:*
- *The setting has made progress since the first visit; however, significant points for action remain that need to be addressed before accreditation by the Montessori Evaluation and Accreditation Board is merited. These points are:*

Applying for accreditation does not guarantee validation by the MEAB Board.

STEP 8. Assessor's Final Report

This report will be presented to the Report Monitoring Group (RMG). This group scrutinises all reports for consistency of content and presentation. Once agreed by the RMG, the report will then be sent to you for your final comment on its factual accuracy.

STEP 9. Accreditation Awarded

All reports (Initial and Final) will remain **private and confidential** and will not be ready for circulation to your parents until your accreditation receives final validation by the Montessori Evaluation and Accreditation Board, which meets twice yearly. You will be notified of the date of the next meeting.

Once the accreditation has been validated by MEAB you will receive a copy of your Final Report. The Report will be included on the MSN website and linked to your school's entry on the MSA database.

You and your team will be invited to the next MEAB Awards to receive your accreditation certificate and celebrate your achievement.

The MEAB accreditation is normally valid for four years and you will be contacted three months prior to the accreditation expiring to invite you to prepare for reaccreditation. The accreditation period may be awarded for five years for those settings entering the third cycle of accreditations which demonstrate consistently good practice. Where a school provides an education which broadly follows the principles of the Montessori approach and environment but has not met fully the recommendation(s), the accreditation period will be for one year.

It will take approximately six to eight months between the MEAB office receiving your S1 form and the Final Report being published following its validation by the MEAB Board.

Receiving accreditation carries the expectation that settings will continue to develop and to work on the issues highlighted in the accreditation reports, and will remain committed to working with MEAB.

5.3 How to Prepare for MEAB Accreditation

The decision for a school to be accredited is usually made by the owners and managers; however, preparation for the accreditation will require team work. You will have to reflect on the values and practices which underpin everything which happens in the setting. **The main purpose of the accreditation process should be an on-going commitment to the improvement of your practice.**

It is best to start by revisiting Montessori philosophy by looking at some of the criteria for accreditation, for example:

- How do we prepare the learning environment (both indoors and outside) to enable children to learn following Montessori's description of children's natural path of development?
- What do we understand by the natural path of development – how does this link with the EYFS principle of the Unique Child?
- Do we respect and trust children's need to learn and develop? And how do we demonstrate this in practice?
- What do we understand by the child's work and how does it link with the EYFS focus on learning through play?
- What do we understand by the work cycle and why is it important? Is it two and half to three hours long and if not, how can we extend it?
- How do we enable children to complete their individual cycles of activity?
- What do we understand by free-flow learning opportunities?
- Do we take every opportunity to help children to extend their learning?
- How can we facilitate peripatetic teaching such as ballet or French without interrupting the children's natural rhythm and concentration?
- Are we observing regularly and how do our observations inform planning, assessment and record keeping, and further development of staff?
- How do we foster positive relationships – with children, with parents, amongst ourselves, and

with the wider community?

- How will we build on the accreditation recommendations – are we prepared to do further training, reorganise the classroom, rethink our daily routines, support outdoor learning?
- Identify which part of the provision you wish to have accredited – the whole setting or part of it (e.g. the babies and toddlers as well as the nursery and the primary school, or just one of them).

As you can see, there are many angles which can be used as a focus for your staff reflections and which will help you to prepare for the accreditation. The main purpose of the accreditation process should be an on-going improvement of your practice.

5.4 Reaccreditations

During the final three months of your current accreditation you will be invited by the Accreditation Officer to prepare for your reaccreditation. As the process may have changed since your first accreditation we would recommend that you read through this document which will give you a better understanding of the revised process.

STEP 1. Expression of Interest

Once again you are asked to complete an expression of interest form and email it to Michele Dows-Miller on Meab@montessori.org.uk Please be sure to re-read the criteria for accreditation and note the financial contribution you will be required to make towards the cost of the accreditation. Indicate when you might like to have your initial visit.

STEP 2. Preparation of Schools Form (S1)

Start working with your team on revisiting your Montessori values and practice and update (if you have saved an electronic version) or complete the self-evaluation Schools Form S1. This form will give the assessor information about your school and how you operate and any changes which may have occurred since your first/previous accreditation.

The 'How to Prepare' page of this section offers valuable guidance on this part of the process.

STEP 3. Submit Schools Form (S1), Prepare for Initial Visit by Assessor

When you have submitted your S1 and the Reaccreditation and Report Fee, the Accreditation Officer will liaise with MEAB assessors to set a date for your initial visit, and with you to agree the date of this visit. Please note that a new assessor may be appointed for this accreditation; it may not be the same person who visited your setting for the previous accreditation.

The assessor (or team of assessors for larger schools) will contact you prior to the visit to introduce him/herself and to get travel directions and finalise the details of the visit.

It is not your responsibility to organise accommodation for the assessor, should it be needed (this applies to UK settings only).

In preparation for the assessor visit, use the document checklist S2, which will help ensure that you have all the written evidence for the statements made in your S1 form. Please indicate on the S2 form where the assessor may find the evidence in your documentation and have it ready for the initial visit.

STEP 4. Initial Visit by Assessor

The assessor will initially spend a day in your setting; in particularly large settings you may have two assessors. They will observe, talk to children, parents, owner, manager and staff. They will also look at your documents.

At the end of the visit they will give you feedback. You can decide who will sit in on the feedback. They will make verbal recommendations to you during this feedback which will be the basis of the action plan for further development.

STEP 5. Assessor's Initial Report

After the visit the assessor will write the Initial Report, which will include the recommendations. This will be emailed to you to check its factual accuracy and for you to complete the action plan section of the form, which will demonstrate how you will intend to work towards the recommendations set.

You will need to return this Report to the Accreditation Officer within two weeks of receiving it. If we do not hear from you within that time we will assume that there are no factual corrections.

STEP 6. Preparation for Assessor's Second Visit

Once you return your Report, the MEAB Accreditation Officer will liaise with you to agree a realistic time-scale for your second visit (this is normally around three months from your initial visit).

Having satisfied yourself that you are working towards the recommendations you will liaise with the Accreditation Officer to finalise arrangements for the second visit.

STEP 7. Second Visit by Assessor

The assessor will look at aspects of your practice and, in particular, at the progress you have made with the recommendations. Additional recommendations may be made.

Verbal feedback will be given, any additional recommendations will be discussed, and an Action Plan will be drawn up with you. The assessor will then prepare the Final Report which will contain one of the following statements:

- *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.*
- *The setting provides an education which follows the principles of the Montessori approach and environment. The setting has successfully addressed 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:*
- *The setting provides an education which broadly follows the principles of the Montessori approach and environment; however it has not met fully the recommendation(s) set out in the previous accreditation visit(s). This merits accreditation by the Montessori Evaluation and Accreditation Board for one year and the setting must address the following points:*

- *The setting has made progress since the first visit; however, significant points for action remain that need to be addressed before accreditation by the Montessori Evaluation and Accreditation Board is merited. These points are:*

Applying for accreditation does not guarantee validation by the MEAB Board.

STEP 8. Assessor's Final Report

This report will be presented to the Report Monitoring Group (RMG). This group scrutinises all reports for consistency of content and presentation. Once agreed by the RMG, the report will then be sent to you for your final comment on its factual accuracy.

STEP 9. Accreditation Awarded

All reports (Initial and Final) will remain private and confidential and will not be ready for circulation to your parents until your accreditation receives final validation by the Montessori Evaluation and Accreditation Board, which meets twice yearly. You will be notified of the date of the next meeting.

Once the accreditation has been validated by MEAB you will receive a copy of your Final Report. The Report will be included on the MSN website and linked to your school's entry on the MSA database.

You and your team will be invited to the next MEAB Awards to receive your accreditation certificate and celebrate your achievement.

It will take approximately six to eight months between the MEAB office receiving your S1 form and the Final Report being published following its validation by the MEAB Board.

Receiving accreditation carries the expectation that settings will continue to develop and to work on the issues highlighted in the accreditation reports, and will remain committed to working with MEAB.

5.5 Frequently Asked Questions:

How do I get started?

The **How to Prepare for Accreditation** page gives full details of what to do and think about. Read this along with the **Step by Step Accreditation process** page.

What forms do I need to complete?

There are only two forms that schools must fill in: the **Expression of Interest** and the **Schools Form (S1)**, which you should complete in your own timescale, with your team, and so begin the process of successful self-evaluation.

There is also an **S2** which details the documents that the assessor will need to see when visiting. All of these forms are available on the **Documents and Guidance** section of this handbook.

How much does it cost?

Process	Fee (£)
1. One-off Registration Fee (for first accreditations)	50, payable on submitting the Expression of Interest form
2. Accreditation and Report Fee	400
3. Reaccreditation and Report Fee	350
4. Accreditation/Reaccreditation and Report Fee for Childminders	275
5. Accreditation/Reaccreditation and Report Fee for International Accreditations (inclusive of MSA membership fee for 4 years)	750 plus cost of travel and accommodation for the assessor(s), including visa and airport transfer costs
<p style="color: red;">If the setting cancels a scheduled visit it will be responsible for any unrecoverable costs already incurred, such as travel and hotel arrangements. The Registration/Accreditation/Reaccreditation and Report Fees are not refundable.</p>	

The MEAB scheme is financially supported by the Montessori St Nicholas Charity as part of its aim to ensure that all schools using the Montessori name offer high quality education and care to children.

Who do I contact?

For general queries about the process contact Michele Dows-Miller on Meab@montessori.org.uk

Who will visit our setting?

You will be assigned an assessor (two assessors for large schools), who will visit your setting twice.

MEAB assessors are highly skilled and experienced Montessori practitioners, many of whom have run their own schools. They are selected for their interpersonal skills and ability to perceive the 'bigger picture'.

Many of the assessors have undertaken training with the Chartered Institute of Educational Assessors (the independent national body that trains right across the education sector).

Is it like an Ofsted Inspection?

No.

The assessment process, visits and reports are not designed to imitate Ofsted inspections. The accreditation visits look at how a setting delivers the Montessori principles and should be read **alongside** a setting's Ofsted report, which looks at the statutory compliance. Relevant national regulations should be considered for schools operating outside England. These reports are available on the related websites, while you can access the MEAB reports through this site.

How long does the process take?

This depends on a number of factors, such as how long it takes you to submit the Schools Form (S1), how long the timescale is between the assessor's visits and when your report is presented to the Report Monitoring Group (RMG) and to the Montessori Evaluation and Accreditation Board (MEAB).

Please refer to the **Step by Step Accreditation Process** page for more details.

What if my school is not in the UK?

You will need to complete the International Expression of Interest form and contact Michele Dows-Miller on Meab@montessori.org.uk

Will I receive a grade?

No. The accreditation process is about on-going improvement. You will be given recommendations and an action plan to help you work towards these. Some of the recommendations will be achievable for your setting in the short term, others may be longer term goals.

What will my setting receive when it is accredited?

- A copy of your Final Report, which will also be included on the MSN website, linked to your school's entry on the MSA database
- A MEAB accreditation certificate inscribed with your setting's name and the duration of the accreditation valid period
- The opportunity to market your school as a genuine Montessori setting and to include the MEAB logo on your publicity materials and your website
- You will be given publicity to give to prospective parents, explaining the process that you have been through
- Additional benefits, such as discounts for MSA membership

The most important benefit will be the sense of having your genuine Montessori practice recognised. This will give your nursery, day care or school the opportunity to belong to a group of settings committed to the continued delivery of high quality Montessori education.

6. Documents and guidance for schools

This section includes the following forms:

Expression of interest forms for UK and International settings

Form S1 – self evaluation used for first as well as subsequent visits

Form S2 – documentation checklist for UK and International settings

Form S3 – Feedback form of the accreditation process

Expression of Interest

Please include our setting on the list of schools wishing to be accredited.

The best time for our first accreditation visit would be in the spring / summer / autumn term **(delete as appropriate)** of the academic year **(please complete as appropriate)**

Please ensure that your school has up to date Montessori Schools Association (MSA) membership

Name of the school:

Address:

Post code:

Name, contact telephone number and email for person responsible for this accreditation:

School telephone number:

School email:

School website:

When did your school / nursery / setting first open?

When was your school last inspected by Ofsted, and what grade was achieved?

When was your school last accredited by MEAB?

School MSA membership number:

Name of the proprietor / head teacher / manager / directress **(please delete as appropriate)**

Contact details if different from above

Address:

Post code:

Telephone number:

Email:

We are putting forward our setting for MEAB accreditation on the understanding that we satisfy all legal obligations and statutory requirements regarding its operation:
(please sign and date this statement)

The information that is being submitted to MEAB on this document is to be used for the purpose of the assessment/accreditation of your setting. It is submitted electronically from you and will be forwarded on to the assessor(s) as a password-protected document, to be used for the same purpose. It will be stored electronically and as a paper copy by MEAB for the duration of the accreditation process and will be destroyed no later than three months after the Board's validation of the accreditation process.

Your personal information is important to us. By signing below, you are agreeing to letting us store your information. This allows us to stay in touch with you and keep you up-to-date with the latest news and events about college development and our charitable efforts.

Your data will be protected by our secure IT server. If at any point you would like more information about how your data is secured or to opt out, please call 020 7493 8300 or email reception@montessori.org.uk.

We never share any data with third party organisations.

Signature.....

Date.....

Please read the MEAB Accreditation Criteria on the next page

MEAB Accreditation Criteria

The setting (home-based, day care, nursery and/or school) should:

- be a member of the Montessori Schools Association (MSA)
- be established for at least 18 months before applying for accreditation and have been inspected by Ofsted (or relevant national inspection body) at least once since becoming established/in new ownership/changing premises. In some circumstances we can accredit sooner, such as when a new setting is part of a chain/provision which has one or more settings that are already MEAB accredited
- follow the EYFS, or other national framework *
- be committed to the delivery of high quality Montessori education for children from at least one of these age-groups: birth to two/three, two/three to five/six, six to nine, or nine to twelve
- have Montessori qualified staff in the areas of the provision seeking accreditation, supported by practitioners committed to continuing professional development. The accreditation may apply just to the areas of the provision where the Montessori qualified staff work if other areas of the setting are not recognised as following the Montessori approach
- have a prepared learning environment (both indoors and outside) that enables children to learn following Montessori's description of children's natural path of development
- trust and respect children's need to learn and develop during the two and a half to three hour work cycle which facilitates self-initiated and free-flow learning opportunities in all areas of the curriculum, indoors and outside
- be committed to working closely with parents
- be prepared to commit to the accreditation as a means of ongoing professional development of the setting to which the whole school team contributes.

*In the event that an accredited setting fails to meet its legal obligations and statutory requirements, its MEAB status may be suspended until such time that these standards are met.

Cost of Accreditation:

Process	Fee (£)
6. One-off Registration Fee (first accreditation)	50 payable with expression of interest
7. Accreditation and Report Fee	400
8. Reaccreditation and Report Fee	350
9. Accreditation/Reaccreditation and Report Fee for Childminders	275
<p>If the setting cancels a visit one week or less before the scheduled date, it will be responsible for any unrecoverable costs already incurred - such as for travel and hotel arrangements. The One-off Registration and Accreditation/Reaccreditation and Report Fees are not refundable.</p>	

If you have any queries contact meab@montessori.org.uk and return this form to that address once completed.

International Expression of Interest

We would like our setting to be considered for MEAB accreditation. We are aware that the Accreditation/Reaccreditation and Report Fee of £750 will be payable on submission of the accreditation documents (S1, S2a), and that we will also meet the travel, visa and accommodation costs of the assessor(s).

The best time for our accreditation visits would be in the spring / summer / autumn term **(delete as appropriate)** of the academic year **(please complete as appropriate)**

Name of the school:

Address:

Post code:

Country:

Name, phone number and email for person responsible for the accreditation:

School telephone number:

School email:

School website:

Montessori Schools Association (MSA) number (only applicable if already MEAB accredited):

When did your school / nursery / setting first open?

When was your school last inspected by the relevant national/state inspection body?
(Please name this organisation in full)

When was your school last accredited by MEAB?

Person (head, manager, etc.) to whom correspondence should be addressed:

Contact details if different from above

Address:

Post code:

Country:

Telephone number:

Email:

We are putting forward our setting for MEAB accreditation on the understanding that we satisfy all legal obligations and statutory requirements regarding its operation:
(please sign and date this statement)

The information that is being submitted to MEAB on this document is to be used for the purpose of the assessment/accreditation of your setting. It is submitted electronically from you and will be forwarded on to the assessor(s) as a password-protected document, to be used for the same purpose. It will be stored electronically and as a paper copy by MEAB for the duration of the accreditation process and will be destroyed no later than three months after the Board's validation of the accreditation process.

Your personal information is important to us. By signing below, you are agreeing to letting us store your information. This allows us to stay in touch with you and keep you up-to-date with the latest news and events about college development and our charitable efforts. Your data will be protected by our secure IT server. If at any point you would like more information about how your data is secured or to opt out, please call 020 7493 8300 or email reception@montessori.org.uk. We never share any data with third party organisations.

Signature.....
Date.....

Please read the MEAB Accreditation Criteria on the next page

MEAB Accreditation Criteria

The setting (home-based, day care, nursery and/or school) should:

- be a member of the Montessori Schools Association (MSA) if already accredited
- be established for at least 18 months before applying for accreditation and have been inspected by Ofsted (or relevant national inspection body) at least once since becoming established/in new ownership/changing premises. In some circumstances we can accredit sooner, such as when a new setting is part of a chain/provision which has one or more settings that are already MEAB accredited
- follow the EYFS, or other national framework *
- be committed to the delivery of high quality Montessori education for children from at least one of these age-groups: birth to two/three, two/three to five/six, six to nine, or nine to twelve
- have Montessori qualified staff in the areas of the provision seeking accreditation, supported by practitioners committed to continuing professional development. The accreditation may apply just to the areas of the provision where the Montessori qualified staff work if other areas of the setting are not recognised as following the Montessori approach
- have a prepared learning environment (both indoors and outside) that enables children to learn following Montessori's description of children's natural path of development
- trust and respect children's need to learn and develop during the two and a half to three hour work cycle which facilitates self-initiated and free-flow learning opportunities in all areas of the curriculum
- be committed to working closely with parents
- be prepared to commit to the accreditation as a means of ongoing professional development of the setting to which the whole school team contributes.

*In the event that an accredited setting fails to meet its legal obligations and statutory requirements, its MEAB status may be suspended until such time that these standards are met.

Cost of Accreditation:

Process	Fee (£)
One-off Registration Fee (for first accreditation)	50 payable with initial expression of interest
Accreditation/Reaccreditation and Report Fee (inclusive of MSA membership fee for 4 years, which is awarded on accreditation)	750 plus cost of travel and accommodation for the assessor(s), including visa and airport transfer costs
<p>If the setting cancels a scheduled visit it will be responsible for any unrecoverable costs already incurred, such as travel and hotel arrangements. The One-off Registration and Accreditation/Reaccreditation and Report Fees are not refundable.</p>	

If you have any queries contact meab@montessori.org.uk and return this form to that address once completed.

Form S1: Information from the school

To be completed by the school and submitted to meab@montessori.org.uk

Please note: the boxes are expandable.

The school will also need to provide evidence of documents as outlined in form S2 (S2a for international schools).

This information will only be shared as necessary with MEAB and MCI staff.

Please retain this digital Form S1 once submitted, for reaccreditation purposes.

Reaccreditation: If this S1 is being completed for reaccreditation, the content of the S1 previously submitted can be transferred to this S1 and updated – please **highlight clearly any amendments made to its content. The Addendum at the end of this form also needs to be completed and submitted as part of the S1.**

Name of the school / nursery / pre-school (*please give name it is registered under*):

Address:

Post code:

School telephone number:

School email:

School website:

School MSA number:

School fax number:

When did your school / nursery / setting first open?

Has it been re-registered since first opening? If so, when and by whom?

When was your school last inspected by Ofsted (or relevant national inspection body), and what grade was achieved?

When was your school last accredited by MEAB? (please give the date on your certificate)

Date when you last revised this form:

We are applying for accreditation of the following age groups within the setting:

Please identify clearly if you wish the whole of your provision to be accredited or just part of it, for example:

The whole nursery including babies and toddlers and/or primary 5-9 year olds, 9-12 year olds / nursery only (2- 5 year olds).

If you provide for under one year olds please specify the earliest age in months that they can attend.

--

Name of the proprietor/owner:
Name of head teacher / manager / directress <i>(please delete as appropriate)</i> :
Contact details if different from above
Address:
Post code:
Telephone number:
Email:

How many places are you registered for in total?	How many children attend your provision in total?
Ages: birth to 2	Number of children:
Ages: 2 to 3 year olds	Number of children:
Ages: 3 to 5 year olds	Number of children:
Ages: 5 to 7 year olds	Number of children:
Over 7	Number of children:

How many sessions do you run, and how many children attend?

	Morning hours open	Children attending	Afternoon hours open	Children attending	Children attending both sessions
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

How many weeks per year do you open?

Do you also provide (tick if the answer is yes):

A Breakfast Club	
After School Provision	
Holiday Club	

Do you provide meals? If so, please briefly summarize this provision:

Have you been accredited under your local authority's or other Quality Assurance schemes?

If the answer is yes, please give the name of the scheme and the date

Has the Directress / Head / Manager been accepted by OFSTED/other national registration body as a suitable person?

Tick if the answer is yes, give the date

Briefly describe your premises' facilities, including facilities for children to sleep if relevant. If the premises are not sole-use, please describe arrangements for others to access the facilities and how often the setting is packed away:

Indoor facilities	Outdoor facilities

Philosophy

Explain your educational principles / goals / aims and philosophy.

Are they defined in writing (please indicate in which documents)?

Do the principles, goals and philosophy take account of Montessori's descriptions of the nature of the child, the needs of the family, the educational environment and the adults' roles? Explain how and where.

Are the principles, goals and philosophy reviewed periodically by all of the staff and the owners? If yes, how often?

Learning and development, planning, recording and assessment.

Is there a written statement of classroom procedures, including daily routines and the processes of planning, recording and assessment? If so, explain where.

Describe your daily work cycles and indicate their length.

Describe how the children are grouped (e.g. by age, by key person)?

Adults' routines and responsibilities: how are these organised to provide for:

a) children's well-being and safety

b) maintenance and assessment of the working environment and activities.

Describe how the setting plans the children's learning – does each room plan separately or all together?

Describe your planning and how this is done – long term, short term, and for individual children.

Please attach no more than three (electronic) examples of each.

Explain how you organise your planning (e.g. by the Montessori areas of learning or by the EYFS learning and development requirements, if both, how do you link these?).

Explain how you provide for different types of activity (e.g. in separate areas of the room with staff allocated to each area, by separate rooms), as well as indoors and outside.

Do you offer any additional activities, such as those facilitated by external instructors? If so, how are these incorporated into the daily routines?

Explain how you assess and record children's learning and progress (e.g. records of observations, progress records, Foundation Stage Profile). If you use a web-based record-keeping system please name it, explain what arrangements are made to ensure its safe use/accessibility, and if you use it to monitor the effectiveness of your provision.

Explain how you involve parents/carers in the assessment and recording of children's learning and progress.

Explain how you meet the requirements of children with additional needs, including SEND, EAL and specific dietary requirements. What records are kept on these?

Prepared Environment: resources and materials

The assessor will look at these when (s)he visits you

Montessori practice: fostering children's independence and respect, and links with parents

Explain how you facilitate the children's independence in your setting (e.g. enough time to take off shoes, for snack, time to choose and complete an activity).

Explain how you support children's freedom in:

a) choosing to work individually or in different sized groups

b) choosing to work in different environments (e.g. inside / outside, different rooms, different activities, etc.)

Explain how/when you re-direct children to new activities.

Explain how you promote the children's respect for:

- others

- themselves

- the environment.

Explain how you promote the children's independence during mealtimes (such as snack and lunch).

Explain how you promote the children's independence at home / with their parents.

Explain your links with parents including communication, reports, meetings, events.

Information given to parents:

The assessor will ask to see:

- samples of information provided to parents such as newsletters;
- a sample of any written reports which you give to parents; and
- a sample of the records which you send to the child's next school.

The assessor will also ask you about:

- your meetings with parents, including any talks or special events you organise and which involve them.

Staff: qualifications, deployment and performance management.

Directress / Head / Manager: *(please indicate the title used)*

Qualifications	
Length of Montessori experience	
Length of management experience	
Attendance part- or full-time	

Other staff:

Initials <i>(not full name)</i>	Qualifications			Length of experience	Length of time working in this school / setting	Part- or full-time
	Montessori – at which level?	Other early years / teaching qualifications	Other qualifications at Level 6 or above			

Staffing Structure: clearly indicate the leadership team (*initials only*), including cover arrangements for the leader's absence.

Do staff have job descriptions? Do these refer to the Montessori approach?

Induction of new staff, please describe these arrangements briefly.

Arrangements for appraisals, supervision and peer observations, including who takes responsibility for these (*initials only*).

Staff meetings: frequency and attendance.

Please indicate any in-service training which staff have undertaken in the past two years and who provided this (e.g. local authority, MSA region).

Describe any identified areas for development within the staffing structure/continued professional development plan.

Describe the setting's Development Plan.

The assessor will ask to see:

- staff job descriptions, with information of how often these are reviewed;
- staff meeting records; and
- any evidence of observations of staff by senior managers.

They will also ask you about:

- how you go about budgeting and allocating money for resources.

Receiving accreditation carries the expectation that settings will continue to develop and to work on the issues highlighted in the accreditation reports, and will remain committed to working with MEAB. Settings need to report promptly to the MEAB office any relevant changes such as to the registered address, ownership, hours of operation, or to the age range of children attending.

In the event that a setting fails to meet its legal obligations and statutory requirements, its MEAB status may be suspended until such time that these standards are met.

Please sign and date here to verify your setting's understanding of this commitment:

The information that is being submitted to MEAB on this document is to be used for the purpose of the assessment/accreditation of your setting. It is submitted electronically from you and will be forwarded on to the assessor(s) as a password-protected document, to be used for the same purpose. It will be stored electronically and as a paper copy by MEAB for the duration of the accreditation process and will be destroyed no later than three months after the Board's validation of the accreditation process.

Your personal information is important to us. By signing below, you are agreeing to letting us store your information. This allows us to stay in touch with you and keep you up-to-date with the latest news and events about college development and our charitable efforts.

Your data will be protected by our secure IT server. If at any point you would like more information about how your data is secured or to opt out, please call 020 7493 8300 or email reception@montessori.org.uk.

We never share any data with third party organisations.

Signature.....

Date.....

Thank you for completing this form. A similar form will also be used by the assessor when (s)he visits you.

Please return by email to:
meab@montessori.org.uk

S1 Addendum (only required if this S1 is being completed for a reaccreditation)

Description of the school/nursery:

Please copy and paste here the Description content from your current MEAB Final Report, as published on your MSA web entry.
This content needs to be carefully checked and changed by you as necessary, so that it is accurate. Please highlight any changes made.

Recommendations made:

Please copy and paste here, from your current MEAB Final Report, the recommendations made and explain how you have addressed these:

Current areas for development and actions planned for these:

Areas that you would like the assessor(s) to focus on at the reaccreditation visits:
This is not obligatory as the assessor(s) will look at all aspects of your provision in the course of the visits.

Form S2: School Form

Checklist of documents that must be available during accreditation visits. Please indicate where the assessor can find the current evidence on these documents in your administrative systems, and make this form available to the assessor(s) during visits.

General

Self-evaluation form/other evidence of self-evaluation/development plan	
---	--

Staff and Class Management

Staffing structure	
Job descriptions, induction process	
Appraisal procedure, supervision meetings, peer observations	
Staff meetings	
Qualifications and current training plan	
Policies and procedures, including safeguarding and welfare of children	
Review of policies and procedures	
Classroom procedures (timetables, roles, etc)	
Dietary / SEND policy and procedures	
Planning Records	

Partnership with Parents

Prospectus/ Parent Handbook, which should include: *Mission Statement *Aims and Objectives *Policies & Procedures for parents *Montessori Philosophy & Practice	
Newsletters	
Information about Parent evenings/special events	
Children's Learning Journey: *Observations / next steps *Reports *Transitions	

Form S2a: School Form (International)

Preparation before assessor visit:

Please refer to the MEAB Accreditation pages of the MSA & Schools website for full details of how to prepare for the accreditation process and what criteria the assessors will use.

In addition to this guidance it is important that you submit your S1 form complete and with the following, so that the assessors can make the most of the time that they spend at your school:

S1 to be submitted with the following documents on a CD or sent through online file-transferring platforms (e.g. WeTransfer) to meab@montessori.org.uk :

Staff and Class Management:

- Staffing structure
- Induction procedure
- Job descriptions
- Appraisal procedure/Supervisory meetings/Peer observations
- Staff meetings (recent examples of)
- Qualifications and current training plan
- Policies and procedures, including safeguarding and welfare of children
- Review process of policies and procedures
- Classroom procedures (timetables, roles, etc.)
- Dietary/SEND policy/procedures
- Planning records (recent examples of)

School's Development Plan and Current Self-evaluation Processes

Partnership with Parents:

- Prospectus/Parent Handbook, which should include:
 - Mission Statement
 - Aims and Objectives
 - Montessori Philosophy and Practice
 - Policies and Procedures for parents
- Newsletters (examples of)
- Information about parent evenings/special events
- Children's Learning Journey (examples of; please ensure that children's full names are not included):
 - Observations
 - Next Steps
 - Report Transition to next school procedure and documents (recent examples)

Local Statutory Compliance

- Licence document/Registration document from governing national body (such as Ofsted)
- Local registration/licence (where governed by state rather than national statutory body)
- Health and safety department certification, including fire safety and child protection documents

*Please also include photographs of your Montessori environments (showing different age groups and both indoor and outdoor environments). PLEASE DO NOT SEND PHOTOS WITH CHILDREN SHOWN IN THEM, FOR SECURITY PURPOSES.

The information that is being submitted to MEAB on this document is to be used for the purpose of the assessment/accreditation of your setting. It is submitted electronically from you and will be forwarded on to the assessor(s) as a password-protected document, to be used for the same purpose. It will be stored electronically and as a paper copy by MEAB for the duration of the accreditation process and will be destroyed no later than three months after the Board's validation of the accreditation process.

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We never share any data with third party organisations.

Signature.....

Date.....

Form S3: School Feedback Form

To be completed by school / nursery following each accreditation visit. Please give us feedback so that we can improve our accreditation process.

Please return to meab@montessori.org.uk

Setting / school				
Date of accreditation: was this visit 1 or visit 2 (please indicate)		<table border="1"> <tr> <td>1</td> </tr> <tr> <td>2</td> </tr> </table>	1	2
1				
2				
Assessor(s) name(s)				
Name of the feedback provider				

- Were the arrangements for planning the visit appropriate?
- Was the information received prior to the visit adequate? How might it be improved?
- Did the assessor explain the purpose and nature of the visit clearly?
- Was the visit conducted fairly, taking into account your views, your situation and your Montessori provision?
- Were the communications with the assessor(s) and the MEAB office timely and conducted professionally?

- How can we improve the accreditation process?

The information that is being submitted to MEAB on this document is to be used for the purpose of the assessment/accreditation of your setting. It is submitted electronically from you and will be forwarded on to the assessor(s) as a password-protected document, to be used for the same purpose. It will be stored electronically and as a paper copy by MEAB for the duration of the accreditation process and will be destroyed no later than three months after the Board's validation of the accreditation process.

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We never share any data with third party organisations.

Signature.....

Date.....