



BARNES MONTESSORI NURSERY

PROSPECTUS

www.barnesmontessori.co.uk

BARNES MONTESSORI NURSERY

Established in 1969, our school is accredited by *Montessori Evaluation and Accreditation Board - MEAB*. We are registered with the London Borough of Richmond upon Thames', *Achieving for Children*, and on Ofsted's Early Years Register. We have a record of "Outstanding" OFSTED results. The Proprietor and Principal, Anne-Marie True, has owned the school since 1987.

Anne-Marie was awarded the prestigious **Montessorian of the Year** honour in **2011**.

We have 50 pupils in the school, a mixture of boys and girls from the ages of 2 1/2 to 5 years. The school is run in term time five mornings and four (optional) continuous afternoons. One of the afternoons we run a weekly Forest School. The school offers music, dance/movement and cookery. French is a further option. We have a high staff/pupil ratio.

We are located in the Pavilion of the Barnes Sports Club with access to one of the largest safe Greenfield sites in the area. The children are both inside and outside.

We practise the Montessori approach and observe each individual child's development and learning. We make links with the *Early Years Foundation Stage* and how learning is shared with parents. Learning at *the Barnes Montessori Nursery* is fun and where every child matters.

WHAT IS MONTESSORI

The *Montessori approach to learning and development* was named after *Dr. Maria Montessori* (1870 - 1952). She was born in Chiaravalle, a small town near Ancona in the Marche in Eastern Italy. She was the first Italian woman to qualify as a medical doctor and also studied psychology and engineering. Her scientific background underpins much of the Montessori philosophy. Her prime motivation for most of her adult life was the *education of the child*. She was a true pioneer of child-centred education. Fundamental to the Montessori approach is a great respect for the *child as an individual*. The design of the Montessori didactic materials demonstrates a remarkable insight into children's learning dispositions.

Montessori gives children the freedom of choice and movement in a structured environment, to pursue their own interests, at their own pace, and enjoy their

own achievements where dignity, respect and independence are of paramount importance. Montessori discovered structure was important to help children feel safe and secure.

What Montessori believed

Key principles of freedom within limits, of individualized, self-directed learning, of independence and responsibility were exactly what children needed to prepare them for life.

It was Montessori's wish that a complete and holistic education would equip children with knowledge and understanding so that they can develop their understanding of not only who they are in themselves, but also within the group, society and in the world as a whole. She hoped that this understanding and respect for the planet and for the people would help to bring about peace and make way for humanity to move forward in positive ways.

"The world or universe regarded as an orderly, harmonious system".

Independence – A young child's spontaneous and natural drive for independence is one of her key discoveries and provides the foundation for much of what happens on a daily basis in a Montessori classroom. Her quote: "Help me do it by myself" is a guiding principle and key aim of our practice.

Three characteristics identify a Montessori School:

A Prepared Environment - A Montessori classroom should be set up in such a way that enables the child to be free to learn through activity in orderly and inviting surroundings adapted to the child's size and interests. The room should invite activity and should be favourable to the individual child's needs. The environment is designed to be as accessible as possible, with open shelving, for the child to work in taking personal ownership and responsibility. By ensuring that everything has its place the child can be given the maximum freedom to move, make choices and develop.

The Materials - The key to the Montessori philosophy is the specifically designed materials. There are learning tools for each core area of learning. These materials support the individual interests and needs of the child. They should help the child to concentrate on activities, with a purpose to them. Repetition is a key component of the child's growing competence and practical knowledge as they successfully build on their previous experiences and have the

knowledge to explore. In using the materials they define their sensory appreciation.

The teacher - They are professionally trained to observe, to respond to the needs of the individual child and to guide rather than control. Through observation they focus on the total development of the child on all levels - physical, social, emotional, spiritual, creative and intellectual. They are kind and caring whilst encouraging each child to reach their full potential. They will recognise the child's readiness to move on whilst scaffolding their learning and development. The teacher is the link between the prepared environment, the materials and the child's needs. The key also lies in positive role modelling.

"She is the main connecting link between the material and the child" (Montessori)

The interplay between the *prepared environment, the teacher and the child* creates a unique learning situation which is practised at the *Barnes Montessori Nursery*.

MORE ABOUT OUR SCHOOL

Barnes Montessori Nursery is *situated* in the heart of Barnes on the Lonsdale Road. It has a large well-tended sports field attached to the school where the children have the freedom to run around, explore, discover, play and enjoy the outdoors. At the far end of the field they climb trees and play and roll down the little hill.

There are three classrooms - Butterfly, Ladybird and Cricket Classes. All the classes are equipped to deal with individual child's needs and requirements. We mix the ages where possible. There is another small room for individual learning and privacy for seeing current and prospective parents. We have an optional Caterpillar pre-Group two afternoons from the February half-term through to and including the summer term prior to the September. This is a valuable transition which the children who attend find reassuring. The children have to be at least 2 years old.

Children benefit from a superb team of long-serving, dedicated professional *staff* with many years experience at the Nursery between them. All are totally dedicated to the children, giving them their love and affection and providing the happy homely atmosphere on which the school prides itself. They are well qualified and continue their own professional development through training. There are 11 members of staff, plus French, music and dance/movement teachers.

Our *main aim* is to provide a happy and safe environment in which our children can develop and grow, fulfil their individual potential and express their characters - whilst behaving in a friendly and considerate manner respecting other children and adults. They are not pushed and they learn at their own pace. They are all encouraged to respect the equipment they are working with, their work/activities and belongings. Independence and learning are encouraged through building confidence and offering opportunity.

We also aim to promote in our children a positive attitude, enthusiasm and a sense of achievement, which in itself is conducive to independence and learning. We hope each child to be enabled to discover, explore, develop their creative thoughts and question in an atmosphere of freedom within the organised structure. We hope their experience with us, as individuals, will benefit them for the rest of their lives giving them a love of learning.

How do we do this

Maria Montessori strongly believed children under the age of six absorb a great deal of their learning from the environment. Given the right environment and stimulation, a child will have opportunities to thrive and achieve beyond all expectations.

The children are in a *prepared/favourable environment* giving them the opportunity to be free to make choices and complete the cycles of activity. They learn through activity and play in orderly surroundings, which are adapted to the child's size and interests.

The school is *well equipped* with a wealth of resources and a wide variety of activities. Materials and meaningful resources provided, in addition to the Montessori equipment, help scaffold the child's learning and interests. Each piece of equipment in a Montessori classroom serves a useful purpose. The Montessori learning materials promote auto-education, and some of them have a built-in control of error.

School programme - there is always flexibility and room for spontaneity. From the Montessori perspective, each child is at the heart of the learning process. The children arrive at 9am and have a Montessori '*work cycle*' of almost three hours. This incorporates activities both inside and outside. The morning session finishes at 12 noon. The (optional) afternoon sessions - Mondays - Thursdays - start at 12 noon until 3pm. After the morning session some children stay only for the lunch club -Tuesday - Thursday (12 noon - 1pm). Forest School takes place

on Monday afternoons (numbers are limited and on a 'first come first served' basis).

*The children get the full benefit of the school if they stay with us for two years. They are two **fundamental years** in which they gain confidence, knowledge and independence. They have opportunities to engage in self-chosen activities. This freedom, which is linked with responsibilities, fulfils the inner needs of the child and promotes concentration which is essential to emerging self-regulation.*

The children bring in a daily piece of fruit or raw vegetables. We occasionally provide crackers, rice cakes or bread which are all shared and available at the snack table. Water is available at all times and milk is also on offer.

How and what they learn from -

The Montessori curriculum encompasses the seven Areas of Learning and Development identified in the compulsory *Early Years Foundation Stage (EYFS, 2017)*. The Montessori curriculum is represented by the range of materials and resources, which are the tools, organized on open accessible shelves and grouped according to areas of learning as listed below:

- **Practical Life** (Activities for everyday living)
- **Sensorial** (refinement of the senses)
- **Communication and language**
- **Literacy**
- **Mathematics**
- **Cultural aspects of life** (Understanding the World)
- **Creativity** (Expressive Arts and Design)
- **Physical**

Early Years Foundation Stage (2017) - Areas of Learning and Development

Prime Areas

- **Personal, Social and Emotional Development**
- **Physical Development**
- **Communication and Language**

Specific Areas

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Activities

The environment is organized so that children learn through all the senses. They take part in specific experiences using practical materials which are designed to develop manipulative skills. All learning in Montessori environments starts from real experiences.

- **Activities for Everyday Living (Practical Life)** facilitate opportunities for growth in competence whilst using everyday objects eg.. range of spoons, tongs, tweezers, tools essential in arts and crafts and gardening. These activities enable the child to develop life skills and improve concentration which will support their independence in the classroom and at home, i.e. care of self, personal independence and care of the environment - eg washing hands, pouring, polishing, doing up buttons/zips, threading, etc. Through these activities the child grows physically, particularly in small movements as well as both socially and emotionally.
- **Sensorial** area (*Education of the Senses*) - provide a framework for all future learning and develops the child's perceptions. Montessori called sensorial activities "the keys to the universe" as they give the child grounding for mathematics and literacy as well as creativity, whilst developing co-ordination and concentration. Their rich sensorial experience develop further with the help of the sensorial materials which the child feeds its brain not only visually but also through touch, sound, taste and smell developing the intellect. The materials also serve as preparation for more academic learning.

- **Mathematics** – the introduction to mathematical awareness emphasizing practical learning starting with pre-mathematical concepts such as sorting, matching, pairing etc. is assisted by specifically designed equipment. With everyday experiences and a broad range of activities a child learns to understand quantities and numerals giving opportunities to practise the concepts learned.
- **Communication and Language/Literacy** – a child needs to develop its sensitive period for language and consequently needs to hear language spoken in everyday life. Adults need to give children this opportunity and model language by listening, responding and initiating conversations. We constantly expose a child to language through words, stories, poems, songs, activities and discussions. These are an essential tool. Adults need to use clear language, naming the objects whilst engaging the child. These golden opportunities to enrich and expand vocabulary and associate letters with everyday objects enable the adult to add a little more information or ask questions. The growing language competence enhances the child's learning and supports not only language but also cognitive development as the child grows in his/her ability to explain what they are doing, feeling, thinking or remembering. In the classroom phonics form the basis of work in this area, focusing on letter sounds and their written shape using sandpaper letters to provide a multi-sensory approach to learning. Children have opportunities to mark make, representational skills and general pencil control. If ready they can use moveable letters to word-build before they are introduced to reading. Word recognition develops through phonic exercises leading to writing and reading.
- **Physical Development** is encouraged through a large range of activities both inside and outside which promote control of small muscles. The large motor skills are developed through outdoor play and activity, music and dance/movement sessions, Balancing is practiced, for example by "walking the line" and building the maze. Although we do not have climbing frames the children enjoy going up and down the little hill and climbing on the lower branches of the trees as well as other outside activities.
- **Cultural studies** (*Understanding the World*) is such a wide area and these activities foster love and understanding of nature, introduce the child to the whole world by studying continents with the use of artefacts and pictures. They see people who live within them, animals, buildings, the geography of each continent, globes and puzzle maps to aid the development of their

understanding of other countries and cultures. History is developed through time lines and by learning about seasons and calendars. Children have access to science activities such as magnets, floating and sinking etc. Technology is experienced in ways such as cooking, calculators, hoovers, laminators, etc. They use picture and name cards to match and name aspects of the natural world. Inside and outside the children are exposed to flowers, stones, tree bark and other materials. Music, art, and movement education are part of an integrated cultural curriculum.

- **Creative** - Self expression and freedom to question in order to foster the child's curiosity forms the basis of much of the creative aspect of the curriculum. It is very much the process rather than the end product which is important. Children's creativity is enjoyed and valued. This includes free access to painting and other art materials, craft work, drama, singing and much more. Storytelling can be spontaneous when children ask to listen to a story and/or if they self-select a storysack.

Themes, outings and cooking - where appropriate there is a *theme* planned around children's interests. Where possible we do try to incorporate an *outing* related to a child's particular interest and/or theme. In addition there is always an optional main *outing* in the summer term. *Cooking* - it is very much the process and is available most weeks should they want to. The children learn skills required, eg. Grating, stirring, weighing etc. We comply with our requirement to provide parents with the allergen content for any cooking done with the children.

Role Play - Children's imaginative play is intrinsic to Montessori daily activities rather than being arranged in separate and distinctive role play areas. At Barnes Montessori Nursery children initiate their own imaginative play. This happens both inside and outside. We have and can rotate different baskets, i.e. selection of varied hats for self-expression and exploration.

Music and Dance/Movement Sessions - Self-expression and individuality is enriched by specialist teachers for music and dance/movement. The sessions are fun and part of the curriculum. The music teacher comes into the classroom and the children can either join in or continue with the activities they are engaged/involved in - often still gaining the musical experience. **Drama** - is often spontaneous and another form of self-expression.

All the children perform in a *Christmas Concert* at the end of the Christmas term, which is always greatly enjoyed by everybody. It is a very moving and

happy event. The event is concluded with refreshments and mince pies as a preparation for the festive season.

Teacher's Role

Teaching methods aim to promote children's independence, initiative, perseverance and concentration. The main tasks of the adult in the Montessori setting are to:

- prepare and maintain the environment for the child to be able to access spontaneous learning
- prepare a learning environment which corresponds to the developmental needs of the age group and reflects the interests of the children attending
- how to organize and maintain the classroom according to children's abilities and diversity
- observation is the key tool for identification of necessary changes in the environment as well as potential modification of the layout or content of the classroom
- understand child development – both from the Montessori point of view and current research
- observe each child and gauge the right moment to become actively involved in their learning. These observations take account of the level of concentration of each child, the introduction to and mastery of each piece of material, their social development and their physical health
- be the link between the children and the materials
- introduce children to the wider environment
- to relate to parents an open and welcoming atmosphere in the learning environment
- to be positive role models and be of humble disposition so that they are able to learn from and with the child

Types of equipment to be found

Materials are arranged on low, open and accessible shelves according to the area of learning. They are often made of natural materials and intended to be multi-sensory, sequential, and self-correcting. Each item has a permanent storage place facilitating the child's sense of order. The aim is to help children become independent as they learn to collect their own resources, to choose their activities and to put them away ready for the next person – i.e. completing the *cycle of activity*.

Adults introduce materials but children have the freedom to explore and to create and think critically. Children are intended to learn at their own pace and according to their own choice of activities. They are free to move around the room, and to continue to work on a piece of material with no time limit. We aim to not interrupt the child. Equally a child is encouraged not to interrupt a teacher who is working with another child.

The Montessori approach and materials provide an opportunity for all children to develop equally and independently and to help and support those with additional needs. They can be constructive with their time and expand their range of skills.

Each child works at his/her pace whilst being encouraged to fulfil their individual potential and positive approach to learning. There is **no** pressure on them.

Extra Curricular activities

Afternoon Sessions - on Mondays (Forest School), Tuesdays, Wednesdays and Thursdays. The children bring in their own packed lunch. The children prepare their lunch table using the appropriate crockery, cutlery and glasses (which are provided by the school). They eat their lunch with their peers and adults whilst enjoying socializing with them. They wash up afterwards before choosing indoor/outdoor activities in the *favourable environment*. Afternoons are a continuation of the Montessori programme and EYFS.

Forest School - this option is available on Monday afternoons and takes place regardless of the weather. We hire a fully trained and qualified leader from Tree House Learning who carries out the weekly risk assessment on top of our assessments. The children themselves take ownership and make safe risk assessment of the activities they engage in and really make it their own space. The school hires land from the Port of London Authority for the children to go to the Leg O'Mutton Reservoir and surroundings. Numbers are limited and are on a 'first come first served' basis.

Lunch Club - (Tuesdays, Wednesdays and Thursdays) some children go home after lunch club (12 noon - 1pm).

Simple French - an enthusiastic teacher from France gives the lessons. These are optional and entertaining. They contain various activities such as games, songs,

simple commands, rhymes and photo stories. This 20 minute session takes place on a Thursday afternoon. The children who take up this option love it and learn French without tears!

Parental contact and involvement

The *Barnes Montessori Nursery* aims to forge a strong partnership with parents to support and enhance the development of the child.

Induction Morning - the term before your child is due to start s/he will be invited to come and visit and familiarize themselves with the environment and staff. We aim for this to be a happy experience and for parents to ask any questions and to meet the staff. Staff engage both with the child and parents to glean as much information as possible prior to them starting.

Before the child starts at the school parents are requested to fill in many forms. It includes a "*Getting To Know Your Child*" form. This is a further opportunity for parents to give as much information as possible on their child prior to starting.

Parent Presentation - held in the Autumn Term. This is an opportunity for the Principal and other staff members to continue to familiarize parents with the Montessori approach, the Early Years Foundation Stage, the routine, curriculum and activities. Questions are welcome. Whilst a Montessori classroom is set up and parents can get involved and 'play' with the activities our main aim is to introduce parents to the Montessori principles:

- nurture the child's true potential
- trust and respect him/her
- provide an interesting environment which fosters freedom and independence
- freedom has to carry responsibility to protect everyday social life and emerging self-discipline
- time to work at their own pace

Parent/Teacher Meetings - held after half-term in the Autumn and Spring terms. Parents are invited to attend a meeting with their child's keyperson and discuss progress, next steps, celebrate achievements and/or share any concerns. Parents can request a meeting at other times should they have any concerns or simply want a chat about their child.

Other opportunities – throughout the year we invite mothers, fathers, grandparents to see their children/grandchildren in the classroom. We have a *Marvellous Mums Day and Dynamic Dads Day* where parents join their children.

Observations, Record Keeping and Planning – Observations are key to learning about the child. Children are continuously observed and assessed as they are involved in self-selected tasks, offering help where needed. This helps us follow the child's interests, explorations and individual needs in order to plan their next steps. This forms the basis of the child's record of progress or record of achievement, often supplemented by samples of work, photographs (with parental permission) and other records. We use a secure web-based recording system (eyLog) which parents can access and follow their child's Learning Journey. Parents are encouraged to provide comments, observations and/or photos.

Staff do longer narrative observations and the Characteristics of Effective Learning (CEL) are embedded in our practice. In the context of the EYFS these characteristics outline how children are guided towards critical thinking and creativity which are important goals of human development. We refer to the staged process of effective learning and how the children's capacity to learn spontaneously is guided by their inner motivation to do, to engage and get involved.

Written Reports – at the end of the Summer Term. Parents of children leaving the school will receive reports in the form of the *Early Years Foundation Stage 'Moving On' Form* which also gives parents an opportunity to pass onto the next school their comments on progress to date, special interests at home, next steps etc. Children staying on will receive our "in-house" reports set out under the seven areas of learning.

Newsletters – we use the school's website for the class teachers to post their termly and weekly newsletters to keep parents informed about what is happening. These are also posted through eylog and outside the class noticeboards. The Principal has a termly newsletter as well as interim newsletters which are put on the website and also sent electronically keeping parents regularly informed.

Keyperson

Complying with the EYFS requirements each child is allocated to a key person. The staff have a group of children and parents are informed who their child's

person will be. The key person is essential in providing a strong link with the child's everyday life, consistency and also a point of contact with the parents. Whilst the keyperson is responsible for the particular child's record-keeping and planning all the staff are involved in the general well-being of all the children and contribute to all the children's observations and records providing the child with a range of expertise.

The *Principal* is available should any parent wish to discuss their child throughout the year. Teachers/keypersons are always happy to see parents before school or at the end of the session. There is a private room should a parent require privacy. There is daily contact between teachers and parents, as members of staff will always greet the children in the morning and be there at collection time. *We are here to assist you and your child.*

Parents are invited to come and share any expertise they may have with the children, come in as a 'Mystery Reader' and/or come to celebrate their child's birthday for our *Montessori Birthday walk*. Parents/carers are also welcome on outings. At the end of each term a "Child Progress Form" is sent out to parents to fill in under the seven areas of learning and development. They are encouraged to share with the keypersons their child's emerging interests in the home environment and should they have any concerns.

Summer Sports Day - This takes place at the end of term marking the end of the academic year. It is an enjoyable occasion when parents, grandparents, carers, etc. are all welcome to watch and join in some of the races and conviviality.

Discipline - Discipline is the means by which any community seeks to achieve its aims. In the event of consistent unacceptable behaviour the child will *not* be smacked, ridiculed or threatened. Our response to unacceptable behaviour is to address it quietly, consistently and firmly with the child in a positive and supportive way, explaining why the behaviour is unacceptable. Where needed strategies are put in place to support the child. We also make it clear that it is the behaviour and *not* the child that is unwelcome. We comply with our statutory duty (EYFS, 2017) "to manage the children's behaviour in an appropriate way". Staff understand that behavior is a form of communication.

When the child enters the nursery, we introduce him/her to a set of basic ground rules. Adults and older peers model positive behaviour. It is a way of establishing positive behaviour and grace and courtesy in the setting. This gives the child an understanding of what is acceptable behaviour.

School Uniform - the children are expected to wear the *overall/smocks* which are obtained from the school and come in either blue or red check. These are taken home everyday and should be washed as necessary. Each child should have a navy *school logo fleece and T-shirt*. These need not be worn everyday but must be worn for all school outings. It gives a sense of uniformity in a large group and is an important safety measure. Children need to wear marked plimsolls or slippers at school. These are kept at school. Depending on whether they come to school in “wellies” or outdoor shoes these must be marked as they change into their plimsolls or slippers at school.

Please Note - Occasionally a child may need to bring in a transitional or favourite toy. Please try to limit to one

Children are welcome to bring in items of interest to share and discuss.

School Hours

Core Hours/Morning Sessions: 9am – 12 noon (Monday - Friday)

Lunch Club: 12 noon – 1pm (Tuesday – Thursday)

Afternoon Sessions including Lunch Club: 12 noon – 3pm (Tuesday – Thursday)

Forest School – Monday afternoons after Lunch Club finishing at 3pm.

Viewing

Viewing of the school is by appointment.

School Policies

The school has an extensive list of policies in line with the statutory Early Years Foundation Stage (2017). These are reviewed annually and more if necessary. All policies are available upon request. All parents receive electronically some core policies including Safeguarding and Child Protection Policy.

Safeguarding and Child Protection

The Barnes Montessori Nursery is committed to safeguarding and promoting the welfare of children and expects all staff, students, volunteers and parents to share this commitment
The safety of the children is paramount

We promote equality of access and opportunity for all children to learn and make progress whatever their age, gender, attainment, ethnicity, special educational needs or competence in English.

Testimonials

Please look at the website – www.barnesmontessori.co.uk

FEES, NURSERY EDUCATION GRANT AND CHILDCARE VOUCHERS

Payment Details

For years Barnes Montessori Nursery, in common with most private, voluntary and independent nurseries, accommodated parents in receipt of the Nursery Education Grant (NEG). Sadly, under the slogan 'free nursery education', we are now barred by law from charging any additional costs ("top-up fees") on the notional hours we offer.

This acts, in effect, as a price cap on nursery school fees for the 'free entitlement' hours. We lobbied against this in the Save Our Nurseries campaign.

As the sum allowed to us to cover costs of the 15 hour 'free entitlement' period is considerably below the cost of providing high quality education we have had no option but to become a fully private nursery. We would never compromise standards, as the child is at the heart of everything we do. The Barnes Montessori Nursery could not (for those hours) continue to offer the facilities and high standards of education and care for the price of the 'entitlement', and to remain sustainable we *have* to be able to charge above the Government's maximum price level.

The formal effect of this is as follows:

Nursery Education Grant (NEG)/Entitlement

The Barnes Montessori Nursery believes in being totally transparent in all our dealings. So, unfortunately owing to this policy we will no longer be able to remain in the scheme. The full cost of fees will therefore apply.

Childcare Vouchers

We will continue to accept childcare vouchers as either part of full payment. We are registered with most of the companies. Should you intend to use these childcare vouchers please put in place before your child starts. Childcare voucher payments must have the child's name as a reference when payment transfers are made through the BACS system.

For further payment details please contact the Principal.

THE PRINCIPAL/PROPRIETOR

Anne-Marie True, BA (Hons); Mont. Dip. - Principal and Proprietor since 1987. She has three grown-up children who also went to the school.

- ❖ Awarded the prestigious honour of **Montessorian of the Year** (2011)
- ❖ Trained at St. Nicholas Montessori College and is constantly attending Professional Development courses
- ❖ Has a BA (Hons) in Early Childhood Studies and an Early Years Professional Status (EYPS)
- ❖ Was a governor of an independent school for over 8 years and governor of a maintained Primary school in the Borough for 12 years
- ❖ Has sat on various committees in the education sector – Borough’s Education and Overview Scrutiny Committee and was the Private, Voluntary and Independent Schools Forum representative
- ❖ On the Montessori Evaluation and Accreditation Board (MEAB)
- ❖ Was a founder member and Chairman of the *Save Our Nurseries Campaign*

This prospectus describes the broad principles on which the Nursery is presently run and gives an indication of our history and ethos. The prospectus is not part of any agreement between the parents and the Nursery. Although believed correct at the time of printing, certain statements may become out of date from time to time. Parents wishing to place specific reliance on a statement in the prospectus should seek written confirmation of that statement before accepting the offer of a place.

“The child brings great hope and a new vision” (Maria Montessori)

2017-2018

AIMS OF THE SCHOOL

- ❖ Provide a happy and safe environment in which our children can develop and grow.
- ❖ Help them to make a smooth transition from home to school and prepare for the next stage ('School Readiness')
- ❖ Fulfill their individual potential and express their characters.
- ❖ Behave in a friendly and considerate manner towards other children and towards adults encouraging self discipline, courtesy and good manners.
- ❖ Make them realise that they are part of a group and that sharing and caring and learning to wait for their turn will make it a happy and friendly group.
- ❖ Encouraged to respect the materials they are working with, their work and belongings.
- ❖ Independence and learning are encouraged through building confidence and offering opportunity to freely explore their environment.
- ❖ Provide opportunities to meet his/her developmental needs, socially, emotionally, intellectually, physically and creatively.
- ❖ Promote in our children a positive attitude, enthusiasm and a sense of achievement, which in itself is conducive to independence and learning.
- ❖ We hope that each child will be encouraged to discover and master new skills in an atmosphere of freedom and within an organised structure and warmth, care and happiness which will benefit them for the rest of their lives.
- ❖ Meet individual needs of parents and children; and to respect and value the contribution parents make towards their child's learning.
- ❖ Encourage partnership between home and group.
- ❖ Equal opportunities for children, parents and staff.

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