



# PROSPECTUS

[www.barnesmontessori.co.uk](http://www.barnesmontessori.co.uk)

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## 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 and on Ofsted's Early Years Register. We have a record of "Outstanding" OFSTED results. The Proprietor and Principal is Anne-Marie True, since 1987.

We have 50 pupils in the school, a mixture of boys and girls from the ages of 2½ to 5 years. The school is run in term time five mornings and four (optional) continuous afternoons. The school offers music, dance/movement and cookery. French is a further option. We run a Forest School one afternoon a week. Numbers are limited for this 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 able to use daily indoor and outdoor facilities.

We practise the Montessori approach and observe each individual child's development and learning. 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.*

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 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 and develop.

**The Materials** – The key to the Montessori philosophy is the specifically designed materials. There are specific 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. By repetition in using the materials they define their sensory appreciation and build up practical competency and knowledge. Children need to successfully build on their previous experiences and have the freedom to explore.

**The teacher** - They are professionally trained to observe, to respond to the needs of the individual child and to guide rather than control. They are concerned with 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 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.

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 Group two afternoons from February half-term through to and including the summer term prior to the September. The children have to be at least 2.3 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. There are ***11 members of staff, plus French, music, cookery 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.**

*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 develop behaviour and achievements beyond all expectations.

The children are in a ***prepared/favourable environment*** enabling them to be free to 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 wide variety of activities and Montessori equipment - i.e. practical life (everyday living activities) and sensorial exercises, mathematical and language equipment, with books and other reading and writing resources, as well as cultural resources and creative materials. Each piece of equipment serves a useful purpose.

The school also provides other equipment, to extend the child's learning, from educational companies and meaningful resources which are compatible with the Montessori approach and the *Early Years Foundation Stage* and provide further choice helping concentration, e.g.. puzzles and construction toys/blocks. Children's imaginative play is intrinsic to Montessori daily activities rather than being arranged in separate and distinctive role play areas.

**School programme** - there is always flexibility and room for spontaneity. It is fundamentally "*child-led*" following the child's developmental needs and interests. The children arrive at 9am and have a minimum two and half hour Montessori *work cycle*. 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 – Monday - Thursday (12 noon – 1pm).

*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 also develop their self-discipline.*

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

### ***How and what they learn from -***

The Montessori curriculum encompasses the seven Areas of Learning and Development identified in the compulsory and revised 2014 ***Early Years Foundation Stage (EYFS)***. The Montessori curriculum is represented by the range of materials and resources organized on open shelves and grouped according to areas of learning as listed below

- **Practical Life** (Everyday living activities)
- **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 (revised 2014) – 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**

The emphasis is on children learning spontaneously by independently selecting activities appropriate for their learning from open shelves and through exploration in the outside environment. It is the teacher's role, or occasionally peers voluntarily do so, to introduce these materials to individual children, and to provide opportunities for the child to play and engage in exploration and investigation of these materials or in repetition of the activity to develop a specific skill.

It is intended that the sessions of learning – concentration and independent activity - are not interrupted and the children have the freedom to choose and engage in their activities, at their own pace, fulfilling their developmental needs whether inside or outside. It is a principle of Montessori work that the prepared environment, which is favourable to the children's needs, should provide a tranquil setting where the adults are not dominant. This is called the “work cycle” which lasts a minimum of two and a half hours.

The teacher continues to observe and assess children as they are involved in self-selected tasks and may offer further help. The child's progress and subsequent planning are recorded.

### *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.

- **Practical Life** (Everyday Living) 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 and care of the environment – eg pouring, polishing, doing up buttons, 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. Through the sensorial materials the child feeds its brain not only visually but also through touch, sound, taste and smell developing the intellect.
- **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 is constantly exposed to language through words, stories, poems, activities and discussions. 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. There are many opportunities to enrich vocabulary and associate letters with everyday objects. Children have opportunities to mark make 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*** – is available most weeks should they want to cook.

**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. **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
- 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; and
- introduce children to the wider environment

### **Types of equipment to be found**

Materials are arranged on low, open 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.

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 will work 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, 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.

***Lunch Club*** – 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. The French is a half hour session which 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.

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 an 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 discuss the Montessori approach, the Early Years Foundation Stage, the routine, curriculum and activities and generally answer any questions. Parents are also shown a few simple demonstrations with the equipment used. They can also meet other parents over refreshments.

***Parent/Teacher Meetings*** - held after half-term in the Autumn and Spring terms. This is to discuss individual children with the *keyperson/teacher* and to build upon our partnership with parents/carers. 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.

***Observations, Record Keeping and Planning*** – Children are continuously observed which helps us follow the child's interests 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. The Individual Child's Files indicate the Montessori activities, organized by areas of learning and outlines children's learning, reflected in the organization of the classroom. It also records the child's continued interest in and repetition of the activity and the child's level of competence and progress, as well as exploration of the activity. Longer narrative *observations* help follow, assess and plan the child's next steps, needs and interests. This aids flexibility and spontaneity. Each child has their own Individual File.

***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 Nursery Transfer Form*** which also gives parents an opportunity to pass onto the next school any 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 send out a newsletter at the beginning of each term to keep parents informed about the term ahead. They do a weekly newsletter, also posted on the website, as well as outside each classroom to keep parents informed and involved. 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.

***Home News Link Books*** – these are kept in the children's school bags and are a further communication between home and school. They are not compulsory nor are they meant to be homework for either the parent or child. They are a means of sharing news, an achievement, a concern, a photograph or picture. Parents are encouraged to add comments. Staff will also add any notable comment as part of a two-way process.

The Principal is always 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 and are welcome if they want to come 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 do this and share with 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 and firmly with the child in a positive way, explaining why the behaviour is unacceptable. We also make it clear that it is the behaviour and *not* the child that is unwelcome. We comply with our statutory duty (EYFS, 2014) “to manage the children’s behaviour in an appropriate way”.

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.

Behaviour is a form of communication.

**School Uniform** - the children are expected to wear the **overalls** which are obtained from the school and come in either blue, red or bottle green check. These are taken home everyday and should be washed as necessary. Each child must 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** - If a child needs to bring something to school please try to limit to one item, eg. a book, soft toy etc. They are welcome to bring in something of interest to share and discuss.

## **School Hours**

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

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

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

## *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 (2014). All policies are available upon request. All parents receive 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*

...SHE HAS FLOURISHED IN EVERY POSSIBLE SENSE...

“A huge thank you to you and your staff for the dedication, passion, warmth and professionalism you have shown to our daughter.

We are blessed and fortunate to have been able to send her to your nursery. We have seen her grow in confidence and independence in ways that we just could not have imagined. She has flourished in every possible sense and we could not think of a more perfect start for her educational years.

Our only wish is that you ran an educational establishment that took her through to ‘A’ levels and then we would be the first to sign up” (2010 parent).

### ...UNIQUE AND INSPIRING...

“Barnes Montessori has given our children the most caring, constructive and nurturing start in life. The dedication, enthusiasm and support shown by Anne-Marie True and the team is unique and inspiring. We feel very fortunate to have had Barnes Montessori in our lives”. (Lucy Mason-Pearson)

### ...CONFIDENT, HAPPY CHILDREN...

“Our four children attended the Barnes Montessori Nursery and we cannot recommend it highly enough. They are all very different but, without exception, have all been incredibly happy and flourished during their time there. The teachers are highly trained and experienced, with a commitment to the children that is outstanding. They work incredibly hard and create a secure and welcoming environment where the children quickly learn that everything is interesting. All the children at the nursery are encouraged to develop their skills using the Montessori equipment and approach so that they develop great confidence and independence. Our children mainly started nursery as fairly quiet, shy and uncertain and left as confident, happy children who enjoyed learning and taking part. Without doubt, Barnes Montessori gave the children the best possible foundation for starting school and the next stage of their education - but nothing was ever as much fun as nursery!” (Rotha Bell)

### A WONDERFUL EXAMPLE OF THE MONTESSORI APPROACH...

“I have been privileged to be a parent of four children attending the Barnes Montessori Nursery. The school that Anne-Marie True has established is outstanding; a wonderful example of the Montessori approach taught by a team of longstanding, committed and inspiring professionals. All my children have adored going to school there from the very beginning, taking their first steps as independent little people in the most nurturing, loving, stimulating and fun environment I could want for them. Their happiness is the ultimate accolade”(Karen Moore)

### DEDICATED TO THE WELL-BEING AND HAPPINESS OF EACH CHILD

“Both my children talked about the happy time they had at the Barnes Montessori long after they left. My son said he would have been content to have stayed there for the rest of his school career! All the teachers are clearly dedicated to the well being and happiness of each child, something that appeared so evident in the calm happy faces of both the children and parents alike. My little girl, who has special needs, was immediately embraced by the nursery and made to feel very special. She basked in the teachers care

and attention and Anne- Marie True and some of the teachers went out of their way to attend a Makaton signing course with us, which they went on to teach the other children, performing their nativity play with songs and Makaton signing. I would not hesitate to recommend this Montessori nursery to anyone who wants a gentle and caring start for their childrens' education" (Karen Hignett)

### ...A GREAT EMPHASIS ON VALUES AND RESPECT ...

" All three of my children have passed through Barnes Montessori and I could not be happier with the results. They are notably different characters, yet each child left nursery a, happy, confident and enthusiastic little person. I said a grateful prayer of thanks to Anne-Marie True and the wonderful teaching staff at Barnes Montessori on the first day of school for each of my children. I truly felt they could not have received better foundations and preparation for school and life ahead of them.

The Montessori approach allows each individual child to flourish and the result is a happy and fulfilling nursery experience. The environment is warm, loving, disciplined and nurturing, with a great emphasis on values and respect. The dedication and experience of the staff makes Barnes Montessori exceptional. I cannot recommend it highly enough" (Georgina Holmes)

### ...FRIENDLY AND PROFESSIONAL STAFF...

" Many years ago I did my teaching practice at Barnes Montessori as a Montessori Student. I gained invaluable experience whilst there, amongst friendly and professional staff in a happy and vibrant environment.

All these years later, it was wonderful that my daughter was able to enrol at Barnes Montessori. Five of the members of staff remained from my time there as a student - testimony in itself. Florence had the easiest transition from being at home with me to going to school each morning. Not once was there a tear or worry from her.

The dedicated, experienced and knowledgeable staff provide a warm and nurturing first experience of school, at the same time allowing the children to develop great independence and confidence through the Montessori approach.

I cannot recommend Barnes Montessori highly enough. Children flourish whilst they are there and leave happy, confident, respectful, well adjusted and ready for the next stage of their schooling. I feel lucky that Florence was part of it " (Lulu Johnston)

### .... IS A FUN AND VERY HAPPY PLACE TO BE .....

"Our daughter attended Barnes Montessori Nursery and we couldn't recommend it highly enough. The Caterpillar group sessions over the summer term prior to starting in the

Autumn Term really helped her settle in gently and steadily. The teachers are warm and welcoming. Nothing is too much trouble and they were very supportive of our daughter. We really valued their individual approach, which meant they really got to know her during her time there and encouraged her to follow and develop her own interests. Perhaps most importantly for us, the nursery is a fun and very happy place to be. We only wish our daughter could have stayed there longer"! (2014 Parent)

#### .... THE BEST EDUCATIONAL START ....

"All my four children attended the Barnes Montessori Nursery over a period of ten years. They always went into nursery happily and I always considered that they were having the best educational start. Over this period there was a consistency of high standards and a calm and stable atmosphere and yet the school and the "work" the children did was always fresh and evolving. The children benefitted from the almost tranquil nature of their environment. I cannot recommend the nursery highly enough and my children have many happy memories of their time there" (Miriam Gray)

#### CATERPILLAR CLASS

Caterpillar "My experience of the introductory Caterpillar Class has been incredibly positive, both for me and of course for my daughter. I had always suspected it would take time for Florence to adjust to nursery life as she had never been apart from me before. After a couple of sessions she just walked in and settled. Nothing was too intimidating. We took the option of once a week and the session lasted less than two hours. Everything seemed very calm and the staff were all welcoming and caring. When it came to September and starting five mornings a week she cried for all of five minutes on the first day and has not looked back since. She knew exactly what to expect and was delighted to see several friends with her from the old Caterpillar Class. I highly recommend the Caterpillar Class to ease any separation issues and to familiarise any child with the routines and the happy environment the Barnes Montessori Nursery is" (Lizzie Matthews)

## **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 NEG, 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)**

The Barnes Montessori Nursery believes in being totally transparent in all our dealings. So, unfortunately owing to this policy as from September 2010 we will no longer be able to offer the NEG. The full cost of fees will therefore apply.

#### **Childcare Vouchers**

We will continue to accept childcare vouchers. Some employers offer the option of childcare vouchers as part of their salary, as these vouchers have various tax advantages. There are several different schemes. If the school is not registered with the scheme of your choice this can usually be arranged. Should you intend to use vouchers as payment or part payment they must be 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.

- ❖ 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
- ❖ 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)
- ❖ On the Montessori Examination Board
- ❖ 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)

2014-2015

***Principal/Proprietor: Anne-Marie True***

## **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.
- ❖ 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.