

Montessori Evaluation and Accreditation Board

School Accreditation

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

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

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

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

The Pavilion Montessori School

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

Dates of previous MEAB accreditations: June 2010 and November 2013

This accreditation is valid until June 2023

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

Description of the nursery school:

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

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

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

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

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

Summary

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

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

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

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

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

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

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

Philosophy:

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

Learning and Development:

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

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

Prepared Environment: resources and materials

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

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

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

Montessori Practice: links with parents, including reports and records

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

Staff: qualifications, deployment, and performance management

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

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

Name of Assessor: Deborah Penny

Date of first visit: 7th February 2018

Date of second visit: 9th May 2018

Date report submitted: First visit – 9th February 2018

Second visit – 9th May 2018