

Collaborative Montessori Accreditation (CMA) Report

Name of Assessor: Hannah Khiani

Date/s of Assessment Visit: 30th January 2023

Name of Setting: St Peter's New World Montessori

Address of Setting: St. Peter's Church Hall, Mount Park Road, Ealing, W5 2RU

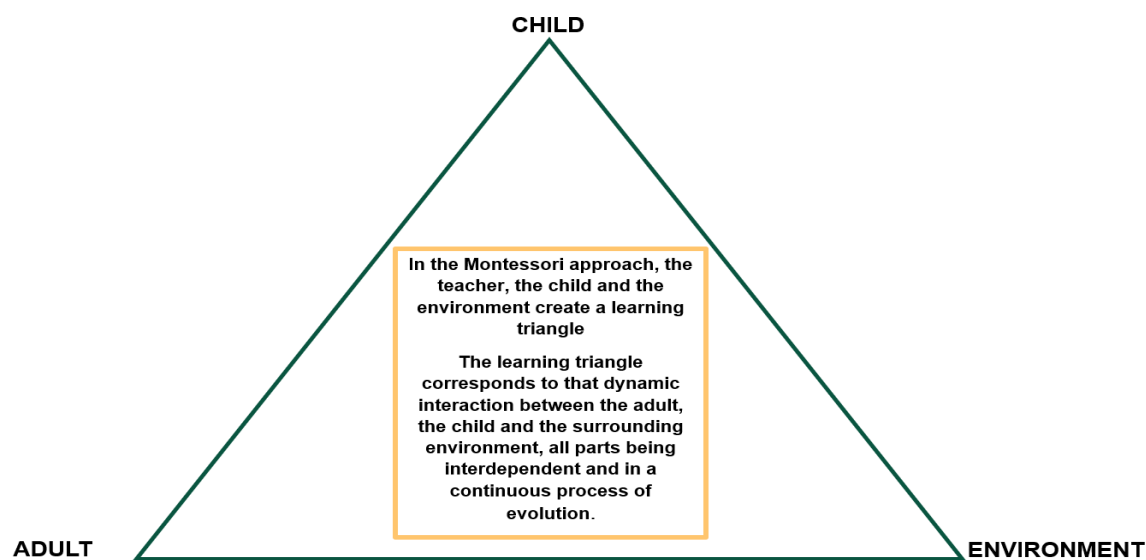
Setting type: Nursery

Facility type: Pack away

Ownership of the Setting: Private

Date Setting opened: July 2008

Date and grade of last Ofsted / relevant national inspection: June 2018 - Good



The accreditation criteria draw on the principles of the dynamic learning triangle, which is at the core of the Montessori philosophy and approach.

The adult, the child and the environment create the learning triangle, with dynamic interaction and interdependence between all three parts. These dynamics in effective practice enable continued improvement of quality. This triangle underpins all documentation for reflection and assessment in the CM Quality Assurance Programme.

This report is based on the information submitted by the setting (including its self-evaluation) and on the evidence gathered during the Assessor's visit.

The Child

Attendance on the day of the accreditation visit:

Age	How many children were present		
	Morning session	Afternoon session	All day
0 – 2			
2 – 3	2	2	
3 – 5	4	4	
Over 5			

Summary of evidence and assessment of practice:

The children at New World Montessori - St Peters (NWM - SP) move around the setting with smiles and self-assurance – they are comfortable in their environment. They are familiar with their school routines and are confident in asking for help when they need it. The children were observed playing in pairs, small groups and alone as they used a wide variety of activities and conversed with each other, expressing their opinions: “I like this one very much and so does my Mummy.” (Coffee Grinding). The consistency of the staff team and the cooperative teamwork help provide a calm environment. The children are knowledgeable about risks when using the balancing beam outside, when

carrying scissors and when chopping fruit safely. The children are aware of the ground rules and are trusted to make choices; they are encouraged by the teachers to be kind as they take turns and return their activities to the shelves for others to use.

Independence

The children are free to choose activities that interest them. Children were observed working at tables and using mats when working on the floor. Children were given time to repeat activities and those who wanted to observe other children were given time to do so. The children washed up their plates after eating a snack: “I love strawberries”, and cut up fruit for others to share. Outside, children chose to paint: “I made a beautiful picture for my mummy” and shared conversations with teachers about their pictures: “This brown paint is going to be the road”. Children independently placed the artwork on the drying rack afterwards. The children chose to use scooters, cars and to dig and balance and use tessellation puzzles independently. Children were familiar with the lunchtime routine, as they washed hands and then unpacked their lunch, transferred food to plates and bowls and tidied away afterwards. The children’s independence and freedom to choose was respected throughout the morning work cycle: group activities led by adults, such as growing Sea Monkeys and circle time, were optional. Parents also commented on the way the teachers supported children’s independence and said they particularly appreciated “The way teachers respect the child’s will”.

Socialisation

Currently, there is only a small group of children that attends NWM-SP. This means that the children know each other well; they were observed playing in pairs with the Animals of the World activity: “This is a toucan and here is a zebra” and “I got panda – black and white”...and so children talked to each other and to the teachers about personal events: “Look, I got a plaster” and shared weekend news: “I played with my Daddy”. Grace and Courtesy is modelled as teachers greeted the children in the morning; the role-play (restaurant) supported socialisation further as children chatted away to each other explaining what they were doing: “I made pizza” and took turns as the circumstances required. The children were also able to freely socialise during snack time, outside and during lunch. Children were observed carrying chairs across the room to sit with friends.

Children who are new to the setting are supported by teachers to join in with role-play scenarios that support this sensitive transition. Bringing objects to discuss during Show and Tell also prompted lively conversations. Parents commented on the atmosphere of the setting and noted that it is “...very warm and friendly”. The teachers are respectful towards the children and step in if a child needs support in waiting

for an activity. This provides a calm environment; the children were heard asking each other: “Can I play with you?” and waiting for a response. As the children speak a variety of languages there is the opportunity to think of additional ways to share the different cultures represented in the classroom to provide the children with a further sense of connection and belonging. Welcome signs in different languages are on display, showing the different ways in which children can greet each other.

Exploration

Outside, children at NWM_SP have the opportunity to balance on a beam and use ride-on cars and scooters: “I am a police officer – beep, beep – I am leading all the cars”. They explore with their whole bodies as they sweep, dig, wave bubble wands, jump and run. The painting easel is set up for art and colour mixing. The indoor environment is planned with a wide variety of activities on the shelves for the children to explore. A wide range of equipment (juicer, pestle and mortar, magnifying glasses, pipettes, coffee grinder, pouring and transferring) is on offer so that children can test their ideas to see what works: “This car needs more glue, it needs wheels” (Junk Modelling). There is scope for more activities to be added to the environment to support children explore in different ways. For example: tough trays in the outside area filled with a variety of sensorial materials would support exploration further; ways in which children can record their findings too could enhance the outside learning environment so that children can test their hypotheses; adding jugs of water and supplies of fairy liquid to the current bubble wands will enable the children to use it more independently while problem solving: “Oh no, the bubbles have stopped!”

Movement

The indoor environment is spacious and as there currently is only a small number of children on register, there is plenty of space to move around. Although not observed during the visit, short video clips on Tapestry showed the way the children freely participated in the dance and yoga classes. The AEL shelves are equipped with a wide variety of activities to support the development of children’s fine motor skills and children were encouraged to use different materials while at the creativity table too to hone their hand-eye co-ordination. During the accreditation visit children were active and busy throughout the session and the free-flow access to the outdoor environment meant that the children had a variety of active experiences throughout the day. There is a balance beam in the garden. It might be interesting to think how children could also be encouraged to climb over and under obstacles to develop a range of other physical skills.

Communication

Teachers have taken the time to learn key words in the languages of children who are new to the setting (Japanese and Russian) to support the settling in period. Teachers are respectful and calm as they speak to the children. Conversation is used, throughout the day, in a positive way to encourage children to connect with each other and to share ideas and feelings. Story sacks and a range of books help introduce interesting and varied new words. Teachers support language development through re-casting and by giving children plenty of time to listen and respond. Signs and pictures also help children's understanding: for instance, in the bathroom a visual timetable reminds children the most effective way to wash hands. Parents also commented on the 'wonderful' communication between home and school and were very appreciative of the way "Parents are kept informed of learning topics for each week via email giving us the opportunities to further reinforce learning at home".

The Environment

Summary of evidence and assessment of practice:

NWM – SP is a pack away nursery school in a shared space within a church hall. The staff team work hard to offer a wide range of activities and resources that are taken out daily. The resources are organised by curriculum area and offer a comprehensive range of activities to entice the children to explore and discover. The hall is light and airy and spacious. Children have free flow access to a small outside area but also visit the local park which is opposite the school. Parents commenting on the atmosphere of the school note that the environment is: "Very calm and minimalistic".

Order

The indoor environment is organised according to the Montessori curriculum areas where all activities are accessible and appropriately sequenced to scaffold the children's learning. The book corner and the creative area are also well organised with the latter offering items

ordered in different containers that are complete and ready for use. The children demonstrated their ability to maintain this order by following ground rules and familiar routines.

The activities

Activities at NWM_SP are varied and reflect the current interests of the children. As the nursery is packaway, the shelves are regularly cleaned and reviewed to ensure they remain appropriate in scaffolding children's holistic development. Each area also has books on shelves to support children's knowledge of such topics: for example, on the sensorial shelves there are books on geometrical shapes in the wider environment and books about colours.

On the Knowledge and Understanding of the World shelves resources such as the recycling activity are offered in addition to the conventional Montessori materials; different photo cards help keep the shelves current – for example, different photos of Winter are appropriate for the current season. Extracurricular adult-led activities such as yoga, French and Music and Movement also take place. There is a role-play area for the children to use.

Although the number of activities outside are limited by the small space, they are chosen carefully to represent the different curriculum areas inside. Parents noted that: "Activities are set out well for children to be able to focus".

The physical environment

Indoors

The large hall is a light space where children can work on mats on the floor or at tables. There are spaces for the children to sit quietly in the book corner and an area with foam mats for exploring sensory objects more comfortably. The atmosphere in the classrooms is calm and purposeful and, according to parents, "happy and positive". Display boards are at the child's level where possible. Areas are zoned with a snack area, a washing up area and a role-play area.

Outdoors

The outdoor space is small but well-used by the children and set up with different activities daily. As a pack away nursery, the staff are mindful of the shared space. Foam mats allow a space for rest. There are raised beds for planting and tools for caring for the outdoor environment (brooms/spades). Children used the area for extended periods despite the cold weather!

First-hand experiences and active learning

Care has been taken to prepare the environment with a variety of engaging activities. The interest table had a range of appealing objects for the children to explore on the topic of the 'Ocean'. Models in the life-cycle boxes were life-like and fruit and vegetables in the healthy eating basket looked realistic but offering real resources would ensure a much wholesome learning experience. Children have brought in pets from home and regular nature walks in the local park provide children with additional opportunities to experience nature; however, the staff are encouraged to think of more opportunities for first-hand experiences such as growing plants and herbs and to add some sensorial activities in the garden too. Again, the daily packed away aspect of the setting needs to be taken into account here.

The Adult

Adults present during the accreditation visit:

Role and responsibilities	Qualifications	Length of time at the setting	Part time *	Full time
Teacher 1 MM Manager	Level 4 Mont	Since 2021	x	
Teacher 2 HH Owner	Level 4 Mont	Since 2024		x
Teacher 3 NK	Level 3 (Montessori Assistants Course)	Since 2021	x	
Teacher 4 BR	Level 2	Since 2021	x	

(*The teachers work from 8:15 until 2pm when the school day finishes)

Summary of evidence and assessment of practice:

The teaching staff at NWM_SP are quite a new team but all work together cooperatively and support one another well. Communication between the staff team is respectful and weekly meetings help with information-sharing. Teachers without Montessori qualifications have undertaken CPD and additional training to be able to support the Montessori principles as they work with children and families. The teachers are caring and dedicated and work with enthusiasm to prepare a suitable learning environment and to attend to the needs of the children. Parents commented that: “The teachers really care about our children and do their very best”.

The Leadership Team

NWM_SP is run by an experienced owner who is well supported by her team. The owner works with the teachers to provide opportunities for reflective practice where the teachers undertake peer observation and CPD. With regular newsletters and information shared on Tapestry, the communication with parents is also strong. The owner is looking at ways to strengthen relationships with parents with additional workshops and coming-together opportunities such as ‘Stay and Play’ sessions. All the parents felt that their family’s cultural background was valued and celebrated appropriately.

The Teaching Team

The teaching team hold a variety of qualifications and all teachers undertake regular training to better understand the Montessori approach. All of the staff were kind, respectful and caring role models for the children. The teachers also used consistent language and were observed using a shared i-pad to take photos in support of written observations.

The Key Person

At NWM_SP, the key person plans for the children using Tapestry but all of the teachers work with different children and information is shared regularly to provide consistent care and to ensure that all teachers are aware of the children’s current interests, needs and abilities. With a small cohort of children, all teachers know the children well but updating parents and carers on their children’s progress is the responsibility of

the key worker. Parents /carers are also able to speak to teachers at the door during pick up and drop off times and are enthusiastic about the great relationships between the children and the teachers.

Commendations

- The teachers are consistent and respectful in their approach. They are calm and considerate in the way they communicate with each other and with the children during the day. Children were listened to carefully and were given time to respond. Children are encouraged to follow their own interests, were given choices and were supported to be independent.
- The owner works hard to promote Montessori principles by supporting staff members to undertake CPD.
- NWM_SP provides a wide variety of beautiful and thoughtful resources which are both home-made and also include traditional materials from the Montessori curriculum areas. The teachers continue to reflect on the provision they offer and, as the nursery is pack away, activities are regularly assessed.

Recommendations

- Consider ways to further enhance the relationships with parents through workshops and opportunities for the parents to visit the classroom and participate in different ways to the life of the setting. Updating the school policies to include

direct links to Montessori principles and Cosmic Education could also further parents' understanding of Montessori philosophy.

- Extend the variety of sensorial activities in the outside area. Consider ways to support children in exploring and hypothesising and engaging in a wider variety of hands-on experiences.
- Review ways for the role-play area to be more challenging and provide children with experiences of mark-making (clipboards, chalk boards, receipt books). Consider opportunities for children to explore sorting, grading and early numeracy skills. Provide number symbols and real coins or counters for exploring quantity so that through play, children's holistic development is further supported.

Conditions

The Accreditation Assessor has concluded that the setting meets CM main requirements for Accreditation and therefore no conditions are set.

Name of Assessor: **Hannah Khiani**

Date of Report: 8th February 2021

The CM Accreditation Report has been reviewed by the CM Accreditation Board. The Board has verified the Assessor's recommendation to accredit the setting.

Award

Accreditation is therefore granted to:

New World Montessori School (St Peter's)

Validity period:

From: February 2023 to: February 2026

Receiving accreditation carries the expectation that the setting will continue to implement the Commendations, develop on the Recommendations and fulfil the Conditions (if applicable) highlighted in this Accreditation Report to continue to strive for best Montessori practice.

This accreditation assessment has not considered the setting's compliance with its national curriculum and other regulatory requirements, nor does it provide any assessment of the setting's financial aspects.