



Wivenhoe
Montessori



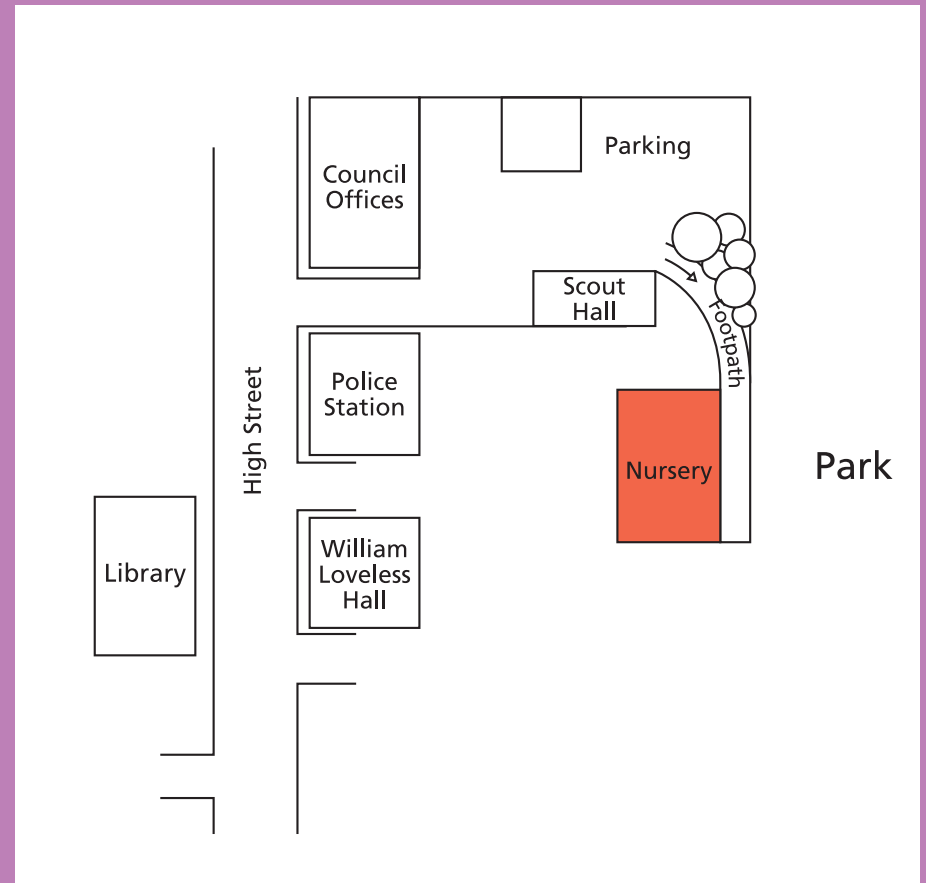
Prospectus


Ofsted
Outstanding
2010|2011

“ The nursery is inspirational in its provision and the managers and staff are consistently striving to maintain continuous improvement.”

Ofsted 2011

How to access the car park...



The Nursery's timetable and routines

We believe that care and education are equally important in the experience that we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor classrooms. Please ensure your child has outdoor clothing for all weathers.

The Wivenhoe Montessori Community Association

When your child commences with this Nursery your family automatically become members of our parent body who support us with fundraising, entertainment and social activities. You will receive all information through our Committee and are very welcome to become an active member.

Policies

Copies of our policies and procedures are available on our website. If you would like them translated into another language please let us know.

Welcome to our prospectus

Wivenhoe Montessori is situated in a very peaceful part of Wivenhoe. Although near the town centre our building is in King George V Playing Field affording us beautiful views of the park and woodland. We have our own garden, giving us access to outside play equipment.

The Nursery occupies two classrooms, which have been specifically designed to create a happy atmosphere with opportunities for children to explore and enjoy their learning experience. Montessori Qualified staff will guide the children during this important time in their lives building a foundation in language, literacy, mathematics and a knowledge and understanding of the world. Creative development will be encouraged allowing the children freedom to express ideas and use their imagination.

Your child will receive the highest quality of care and teaching in a secure and safe environment.

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What does Montessori mean?

Montessori is an approach to early education that focuses on the immense capacity of children to absorb information when given the freedom and independence to learn at their own pace.

It takes its name from Dr. Maria Montessori whose scientific background and belief in the potential and uniqueness of children empowered her to develop an educational approach that appreciates how children's thought processes differ from those of adults.

What makes the Montessori approach different, and what makes it work so well, is that it is based on a deep understanding of the way children learn – through choosing, trying and doing themselves. Montessori education provides a range of experiences that will stimulate a child's love of learning and discovery. With the right approach children learn willingly, so the Montessori teacher is gentle, sympathetic and full of encouragement. They are there to give guidance and nurture a positive attitude, providing the stimulus and inspiration for the child to learn and progress.

The essence of Montessori education is that every child is treated with respect, given freedom within the limits of a carefully prepared environment and allowed to develop naturally at his or her own pace. Montessori children are taught without pressure but in a way that encourages the maximum response. When allied to the availability of specially developed materials in a prepared environment, and the close observation and guidance of a Montessori-trained teacher, this leads to an enormously powerful, confidence-building approach to learning.

The Montessori method not only gives knowledge but instils security, trust and independence in children preparing them to move onto primary education with confidence.

Records of achievement

The Nursery keeps a record of achievement - a Development Report. This report maps their progress along the Montessori curriculum and relates achievements to the EYFS. We also have a Leavers Report that starts when your child commences at Nursery. Staff and parents working together on their child's Leavers Report is one of the ways in which the key worker and parents work in partnership. This Report was designed in collaboration with the two local schools and provides the teacher with a complete overview of your child's progress in Nursery in preparation for their Reception year. Your child's records of achievement help us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key worker will work with you. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. A series of observations are taken each term. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage. Planning for their individual needs.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff. Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

- personal, social and emotional development;
- communication, language and literacy development;
- problem solving, reasoning and numeracy;
- knowledge and understanding of the world;
- physical development; and
- creative development.

For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education. Each of these goals have been mapped to the Montessori curriculum, which is the foundation of our practice in this setting. Copies of the guide for relating Montessori to the EYFS are available for parents in the office.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Our Aim

It is our aim to educate the whole child, covering all aspects of their development: intellectual, social, physical, emotional and spiritual. We believe that a child's happiness, self-confidence and self-control are essential to the learning process. The Montessori approach places emphasis on these areas building upon the child's intrinsic desire to learn.

We strive to create an ideal environment full of opportunities for the children to experiment and learn in, in order to realise their full potential.

This is done in both individual and group work. Our classes are of mixed age and ability allowing the child to develop relationships with both younger and older children. As children love to learn from each other and help each other we find this enhances their opportunities, building their confidence and self-esteem, settling them into a social group. We aim to provide a varied and interesting curriculum that incorporates all the Early Learning Goals. Lesson plans are differentiated to meet the needs of the individual child through use of language and varied complexity of activities. Creative development is encouraged through music and movement, art, craft and drama allowing the children freedom to express ideas and enhance their imaginations. Fine and gross motor skills are developed through exercises and organised games.

The Ground Rules and routine of the Nursery are important as the children are given scope to care for their environment, socialise with others and realise the importance of courtesy and good manners, an integral part of the Montessori curriculum.

The Nursery provides personal, individual attention with equal opportunity in order to build the child's self-confidence and independence. Each child has a written record, which is used to map their development and progress during their time with us. The teaching staff spend time observing and assessing each child, completing their records on an ongoing basis, using them to evaluate progress and consider opportunities for introducing the child to new skills. Through this systematic method we are able to support existing learning and challenge the child with new and interesting activities. Parents are regarded as members of our setting who have full participatory rights. These include the right to be valued and respected, kept informed, consulted and involved at all levels.

Our materials provide us with a method of isolating and refining each skill that the child will experience with us in preparation for school.

Through Dr Montessori's scientific approach to child development we are able to identify potential delays in a child's progress from a physical, social or emotional perspective. Through practice of exercises and games both in the nursery and at home we have the chance to support and enhance their learning opportunities, allowing each child to fulfil their potential and gain support from outside agencies where appropriate.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DCFS 2007). From September 2008 the Early Years Foundation Stage became law. This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage

A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, context for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

What Ofsted says about us...

“ Staff value, listen to and empower children, they are exemplary role models and so children learn to do the same and build sensitive relationships.”

Ofsted 2011

“ Practitioners deliver outstanding personalised learning that maximises opportunities and extends the scope of what is ordinarily available to children.”

Ofsted 2011

For further information about our Ofsted and MEAB inspections, along with more information about the way we develop your children, visit: www.wivenhoemontessori.co.uk

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