

Montessori Evaluation and Accreditation Board

School Accreditation

Form 1: Information from the school

Background

Name of the school/setting

Address

Post Code

Name of the proprietor/ head teacher/ manager/ directress

Telephone number

Fax number (if available)

email address

When did your school/setting first open?

Hours/ sessions open:

| | a.m. (hours) | p.m. (hours) |
|-----------|--------------|--------------|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |

How many children are you registered for?

How many attend:

| Ages | Number of children |
|---------------|--------------------|
| Under 3 | |
| 3-5 year olds | |
| 5-7 year olds | |
| Over 7 | |

Do you also provide: a breakfast club? Yes/No
after school provision Yes/ No

Your premises: please describe them briefly, including any outdoor play areas

| Premises | Outdoor facilities |
|----------|--------------------|
| | |

Have you been accredited under your Local Authority's Quality Assurance scheme?

Yes No

Has the Directress/ Head/ Manager been accepted by OFSTED as a suitable person?

Yes No

Staff qualifications and structure

Directress/ Head/ Manager: (please indicate the title used)

| | |
|---------------------------------|--|
| Qualifications | |
| Length of Montessori experience | |
| Length of management experience | |

Other staff (please continue on a separate sheet if necessary)

| Initials (not full name) | Qualification(s) | Length of experience | Length of time working in this school/setting |
|--------------------------|------------------|----------------------|---|
| | | | |
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Form 1 School's Form

Please indicate any in-service training which staff have undertaken in the past two years and who provided this (e.g. local authority, MSA region)

Staff structure: please attach any documentation which shows this

Induction of new staff: do you make any special arrangements to induct new staff. Please describe these briefly:

The assessor will ask to see:

- staff job descriptions, with information of how often these are reviewed;
- staff meeting records;
- any evidence of observations of staff by senior managers;
- how you deal with children's dietary needs; and
- children's records.

They will also ask you about:

- how you go about budgeting and allocating money for resources.

Philosophy

Are the setting's educational principles/ goals/ aims and philosophy defined in writing?

Yes No

(If 'yes', the assessor will ask to see these)

Do the principles, goals and philosophy take account of Montessori's descriptions of the nature of the child, the needs of the family, the educational environment and the adults' roles?

Yes No

Are the principles, goals and philosophy reviewed periodically by all of the staff and the owners?

Yes No

How often?

Is there a written statement of classroom procedures, including daily routines and the processes of planning, recording and assessment?

Yes No

Curriculum: planning, recording and assessment.

How does the setting plan the curriculum -

Does each room plan separately or all together?

Describe your planning and how this is done– long term, short term, for individual children.

Please attach no more than three examples of each.

How do you organise your planning? (e.g. by the Montessorian curriculum or by the Stepping Stones/ Early Learning Goals

How do you provide for different types of activity (e.g. in separate areas of the room with staff allocated to each area, by separate rooms). Indoors and outside

How do you assess and record children's learning and progress (e.g. records of observations, Foundation Stage Profile).

How do you meet the needs of children with additional needs and/or difficulties?

Resources: The assessor will look at these when (s)he visits you

Montessori practice:

1. How do you facilitate the children's **independence** in your setting (e.g. enough time to take off shoes, choose and complete a piece of work and activity)?

2. How do you promote the children's **independence at home** / with their parents?

3. How do you support children's **freedom** in:
- a) choosing to work individually or in different sized groups
 - b) choosing to work in different environments (e.g. inside/outside, different rooms, different activities etc)
 - c) re-directing children to new activities (such as social skills). Are they able to work alone, in small groups, or occasionally in large groups? How much freedom of choice do they have?

4. How do you promote the children's **respect** for others, for themselves and for the environment?

5. Classroom management:
How long is the daily work cycle?
- How are the children groups (e.g. by age, by key worker)?

6. Adult's routines and responsibilities: how are these organised to provide for –
a) children's well-being and safety

- b) maintenance of the working environment and activities

- c) observations

- d) record-keeping

- e) liaising with parents

Information given to parents:

The assessor will ask to see:

- samples of information provided to parents such as newsletters;
- a sample of any written reports which you give to parents;
- a sample of the records which you send to the child's next school.

The assessor will also ask you about:

Form 1 School's Form

- your meetings with parents, including any talks or special events you organise and which involve them.

Thank you for completing this form. A similar form will also be used by the assessor when (s)he visits you.

Please return to:

Please return to:

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