



**BARNES  
MONTESSORI  
NURSERY**

**PROSPECTUS**

## **BARNES MONTESSORI NURSERY**

Established in 1969, our school is an Accredited Montessori School (*by Montessori Education (UK) Ltd*). We are registered with the London Borough of Richmond upon Thames. We have a record of “Outstanding” OFSTED results. The Proprietor and Principal is Mrs 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 by terms, five mornings and four (optional) continuous afternoons. The school offers music, gym, yoga and cookery. French is a further 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*.

### **WHAT IS MONTESSORI**

The ***Montessori method of teaching*** 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, 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. By ensuring that everything has its place, and that the environment is designed to be as accessible as possible for children to work in taking personal responsibility, they 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.

**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 loving, safeguarding and kind; always ready to encourage the child. They will recognise the child's readiness to move on and in this way are 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, play, enjoy the outdoors and have the benefit of plenty of fresh air.

### **2009 – celebrates the 40<sup>th</sup> Birthday of the Barnes Montessori Nursery**

There are three classrooms - Butterfly, Ladybird and Cricket Classes. All the classes are equipped to deal with individual child's needs and requirements. We do mix the ages where possible.

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 gym 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 that 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 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 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 interests of the child. The usual pattern for a morning is commencing at 9.20am with a two and half to three hour Montessori *work cycle* until 12.20pm. This incorporates indoor and outdoor different activities/play of the curriculum. The (optional) afternoon is a continuation of the day, from 12.20pm until 3pm.

*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.

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

The Montessori curriculum identifies six areas of activity. These encompass the six Areas of Learning and Development identified in the compulsory *Early Years Foundation Stage (EYFS)*. The Montessori curriculum is represented by the range of materials organized on open shelves and grouped according to areas of learning as listed below (**Activities**)

- **Practical Life** (daily living)
- **Sensorial** (refinement of the senses)
- **Communication, language and literacy**
- **Mathematics** (problem solving)
- **Cultural aspects of life** (Knowledge and Understanding of the World)
- **Creativity**
- **Physical**

The emphasis is on children learning spontaneously by independently selecting activities appropriate for their learning from open shelves. It is the teacher's role, or occasionally peers voluntarily do so, to introduce these materials to individual children, and to provide enough opportunities for the child to 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 fulfilling their developmental needs whether inside or outside. It is a principle of Montessori work that the planned environment should provide a tranquil setting where the adults are not dominant. This is called the “work cycle” which lasts around two and a half hours.

The teacher continues to observe children as they are involved in self-selected tasks and may offer further help, or record the child progress or plan subsequent activities in keeping with the skills and interests demonstrated by the child.

### 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** 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 (*Problem Solving*)** – 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, Language and Literacy** – a child is constantly exposed to language through words, stories, poems, activities and discussions. Phonics has formed 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. They then use moveable letters to build words before they are introduced to reading. Word recognition develops through phonic exercises leading to writing and reading.
- **Cultural studies (*Knowledge and Understanding of 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 pictures and they see people who live within them, 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 as well as an electric circuit. Technology is experienced in ways such as cooking, calculators, typewriters 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 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 is a feature both at a set time, usually before going home, but also spontaneously when children ask to hear a story. At the end of the morning they often continue to discuss an activity, theme or something of general interest. This gives them the self-confidence to express themselves.
- **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, gym sessions, yoga and music and movement. Balancing is practised 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.

**Themes, outings and cooking** – when 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. We have and can rotate different baskets, i.e. selection of varied hats for self-expression and exploration. **Drama** – is often spontaneous and another form of self-expression.

**Music and Gym** - Self-expression and individuality is enriched by specialist teachers for music and gym. Both music and gym are fun.

They perform 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 generally 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. 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.

Adults introduce the materials/tasks associated with each area in a systematic way dependent on the child's level of understanding. 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 ethos and materials provide an opportunity for all children to develop equally and independently and to help and support those with special educational needs. They are able to be constructive with their time and to expand their range of skills, with some special attention to letters and numbers.

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*** - these are held on Mondays, Tuesdays, Wednesdays and Thursdays for the children aged 3 to 5 years.. 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, enjoying conversation. They wash up afterwards before choosing indoor/outdoor activities in the *favourable environment*. It is a continuation of the Montessori programme and EYFS. Yoga and cookery sessions are also sometimes available in the afternoon.

***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 once or twice a week and they take place in the course of the morning. The children who take up this option love it and learn French without tears!

### ***Parental contact and involvement***

The *Barnes Montessori Nursery* aims to create a 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.

Before the child starts at the school parents are requested to fill in a form - “*Getting To Know Your Child*”. This is an opportunity for parents to give as much information on their child as possible as the beginning of a partnership.

***Presentation for New Parents*** - held in the Autumn Term. This is an opportunity for the Principal 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 coffee.

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

***Class Open Morning*** - held in the Summer Term. This is an opportunity for parents, grandparents, carers, etc. to come in and see the children at work, their classroom and talk to the keyworkers/teachers. Weather permitting there is a picnic afterwards.

***Observations, Record Keeping and Planning*** – Children are continuously observed which helps follow and develop an individual plan for each child. This forms the basis of the child's record of progress or record of achievement, often supplemented by samples of work, photographs and other records. The Individual Child's Record indicates the Montessori activities, organized by areas of learning and outlines the progressive nature of children's learning, reflected in the organization of the classroom. The plan is developmentally organized and so charts the child's development and learning by recording when an activity was introduced. It also records the child's continued interest in and repetition of the activity and the child's level of competence, as well as exploration of the activity. There are comprehensive *observations* to help follow and plan the child's next stage, 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 Transfer Summary*** 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 six areas of learning.

***Newsletters*** - class teachers send out a newsletter at the beginning of each term to generally keep parents informed about the term ahead. They also do a weekly notice which is put up outside each classroom to keep parents informed and involved. There are also regular letters sent out during the term, giving notices on school activities, as well as a notice board at the school.

***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 a piece of news, an achievement, a photograph or picture.

The Principal is always available should any parent wish to discuss their child throughout the year. Keyworkers/teachers 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. Each holiday they have a “Child Progress Form” to fill in and any photographs showing a child’s interest in the home environment are also encouraged.

**Summer Sports Day** - This takes place on the last day 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. Parents, children and staff all enjoy socialising over refreshments.

**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.

**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, sweatshirt 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 this to one item, eg. a book, soft toy etc. Items they may want to talk about, eg. something for the **Interest Tray** and/or nature table, are always welcome.

## **School Hours**

9.20 am - 12.20 p.m. (Monday - Friday)

Children in the Butterfly Class finish at 12 noon on Fridays.

Children who take **afternoon sessions** on Mondays, Tuesdays, Wednesdays and Thursdays finish at 3 p.m..

## **Viewing**

Viewing of the school is by appointment.

## ***School Policies***

***All school policies are available upon request. These are reviewed annually and more if necessary. The school complies with the statutory welfare requirements.***

**‘SAFEGUARDING CHILDREN IS EVERYONE’S RESPONSIBILITY’**

Under s11 of the *Children Act 2004* we have a statutory duty to fulfil our commitment to **safeguard and promote the welfare of all children in our setting**. We do this by working in partnership with all parents and families using our service, Ofsted who register and inspect our setting, and by accessing advice and guidance from the Local Authority Initial Response Team (IRT) 020 8891 7969.

The ***Barnes Montessori Nursery*** Safeguarding Policy and Procedure follows the London Safeguarding Board procedures which can be found on [www.londonscb.gov.uk](http://www.londonscb.gov.uk)

In order to achieve joint working we expect parents to work co-operatively with the ***Barnes Montessori Nursery*** to ensure children’s safety and wellbeing.

*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.*

## **NURSERY EDUCATION GRANT**

The **Barnes Montessori Nursery** is on the Providers Register and is registered with the London Borough of Richmond upon Thames. The school currently claims the **Nursery Education Grant** for eligible **three (the term after a child is three) and four year olds**. The current rate is £462 (for 33 weeks) per term but the rate can change from time to time.

For further information please do ask the Principal.

### ***THE PRINCIPAL/PROPRIETOR***

***Mrs Anne-Marie True, Mont. Dip.*** the Principal and Proprietor, has owned the school since 1987. She has three children of her own who also went to the school.

- ❖ Trained at St. Nicholas Montessori College and is constantly attending Professional Development courses
- ❖ She was a governor of an independent school for over 8 years and since 1998 has been governor at a maintained Primary school in the Borough
- ❖ Sits on various committees in the education sector – Borough’s Education and Overview Scrutiny Committee and is the Private, Voluntary and Independent Schools Forum representative
- ❖ London co-ordinator and National Secretary of the Montessori Early Years Forum (MEYF)
- ❖ On the Montessori Evaluation and Accreditation Board
- ❖ Vice-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.*

2009

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

## **SOME COMMENTS FROM PARENTS ABOUT BARNES MONTESSORI NURSERY**

### **.....staff are friendly and caring.....**

"My four children, two boys and two girls, attended the Barnes Montessori Nursery and were all very happy during their time there. The staff are friendly and caring - and the school is well-managed.

As well as having great fun, the children managed to learn a good deal through the Montessori system taught at the school. My children, who are all very different, were able to work at their own pace. I was very pleased that they also had the opportunity to relax, run about and explore (under supervision) in the field outside.

**I would strongly recommend the school. It is a happy place with a good atmosphere, which in turn provides an excellent opportunity for learning, developing and preparing for school."**

*(Mrs P. Grafton-Green)*

### **.....atmosphere is spirited, kind and caring.....**

"It has been our first educational step for our two boys. At 4 1/2 both boys could read a 'one line a page' story book, write a simple thank you letter, and add and subtract numbers below 20. They had acted in a school play and competed on Sports Day.

The school is run by a tightly knit band of like-minded teachers, most of whom have worked together for many years. The atmosphere is spirited, kind and caring. The teachers greet each child personally at the door and hand each child over personally at the end of the morning. Teaching makes full use of constructive handicrafts as a means of developing children's ideas and their powers of observation and reasoning.

*Time is set aside each term for parents to view a child's work and discuss progress with the class teacher.*

Socially the school is very warm. There is a lively network of mothers and much out-of-school contact between children. The children seem to prize one another, each person having their own valued identity.

**These are confident children. We have no hesitation in recommending the Barnes Montessori Nursery and we feel fortunate to have found this school."**

*(Mr & Mrs C. Jennings)*

**.....cleverly designed mixture of fun and learning.....**

"My older son, *Jamie*, sailed through his two and a half years at the Barnes Montessori Nursery before moving on to his next school. He was probably the sort of child who would have managed anywhere and, as I later discovered, I rather took for granted the happy atmosphere, supportive staff and the cleverly designed mixture of fun and learning at the Barnes Montessori Nursery.

However, when my second son arrived, finding a suitable nursery school was not nearly so straightforward. *Alex* was profoundly deaf - *no hearing and no speech*.

Desperate for him to have access to the same type of nursery experience as his older brother I went to discuss the situation with Anne-Marie True, the Principal, expecting to be told (as I had been by other nurseries) that she could not accommodate his special needs. On the contrary, Anne-Marie said she would like to help and that *Alex's* time could be adapted to suit his needs. We arranged for her to meet the external professionals who had been working with *Alex* for some time and, with their guidance, it was agreed for him to start at the Barnes Montessori Nursery.

**.....individualised care and attention.....**

I was delighted to find that there was continuity of staff and that those who had taught my son *Jamie* were still there - which, in itself, is a great recommendation. They were all eager to help and welcomed *Alex* along with the other new pupils.

Like many children, he was a little uncertain in the early days, but he was soon asking to put on his blue check apron which signified going to the nursery. He was accepted as a class member by staff, pupils and parents alike, which enabled him to have access to a vital normative nursery experience. Without being over-protective the staff were supportive, caring and understanding of his needs, whilst being careful to make possible, and encourage, his integration with his hearing peers.

His independence and self-esteem were able to flourish within this happy and supportive environment. He learned, with his peers, the valuable social skills which are so important for all children starting their formal education.

**All children, whether or not they have special educational needs, are different and need individualised care and attention. I have every confidence in Anne-Marie True and her staff to provide the professionalism and flexibility to cater for all types of children."**

*(Mrs S. Kemp)*

**.....children made to feel at home.....**

"Three of our sons happily attended the Barnes Montessori Nursery. As parents we felt particularly reassured by the team of staff who remained constant, loyal and caring. Our initially shy children were soon made to feel at home and gained independence. They were guided greatly through the structure and discipline of the Montessori system, preparing them with both the **social and educational skills much needed for a smooth transition to primary school.**

*(Mrs N.Lewis)*

**.....a great enthusiasm for learning.....**

"I would like to express our appreciation for all you and your school have done for our three children. I believe that it is a direct result of the Montessori methods that my children's education has been a very positive one and that they continue to show a great enthusiasm for learning. The school is not just to be commended for its teaching methods - the staff are warm, friendly and very approachable. All in all, I believe it is **the best start the children could have had and I look forward to exactly the same with our fourth**".

*(Mrs N.Kellock)*

**.....patience and consistent care from all the staff.....**

"When my daughter started at the Barnes Montessori Nursery, she lacked confidence and therefore initially took some time to settle. The patience and consistent care from all the staff soon enabled her to integrate and adapt to her first new environment. At that time it also became apparent that both her language and inter-personal skills were delayed as a result of which her frustration at her inability to communicate could at times make her quite difficult. Throughout this Mrs True and her dedicated staff gave my daughter, mainly from constant care and attention, the opportunity to overcome these difficulties.

Now, some two years on, **she has developed into a well-mannered, well-adjusted and communicative girl and this is down, in no small part, to all the care and dedication of all the staff at the Barnes Montessori Nursery."**

*(Mrs M.Wood)*

**.....encourages children to learn and create.....**

"Anne-Marie True and her highly professional staff create a friendly and reassuring environment for a child's first step from home. By maintaining a balance of discipline with love and affection, the Barnes Montessori Nursery encourages children to learn and create, and to experience pride in their work. **The best results are achieved in the happiest of atmospheres.** The school's location in well-tended, private grounds gives the children the freedom to run around, secure from passing traffic."

*(Mrs C.Kramer)*

**... the most caring, constructive and nurturing start .....**

“Barnes Montessori Nursery 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”.

*(Mrs Lucy Mason-Pearson)*

**... all my children have adored going to school ...**

“What an amazing achievement reaching 40 years! However, it is no surprise to me that the Barnes Montessori Nursery has enjoyed such enduring success. I have been privileged to be a parent of children attending the school for the last 9 years with the youngest of 4 children currently there. 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 as early as the first week, 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. Fabulous at forty”!**

*(Mrs K. Moore)*

**....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 ....**

“We cannot recommend Barnes Montessori highly enough. We have four children and have been parents at the nursery for almost ten years now! Our children are all very different but without exception, they 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”.

*(Mrs R. Bell)*

**FOR FURTHER DETAILS**

**RING**

**020 8748 2081 (between 8.30am – 9am - term time)**

**020 8876 9628 (evenings)**

## **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.