

# **The Village Montessori**

## **@ Wrekenton**

### **Prospectus**

**2020**

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## **Foreword**

*Welcome to our Prospectus. We hope that you will enjoy reading through it, and hope that you will take up our invitation to come and visit us in the near future.*

*Although we only opened in October 2012, we have already been inspected by Ofsted and been awarded 2 'Good' assessments. We are very proud of this. The current inspection report is available to view on the Ofsted website – [www.ofsted.gov.uk](http://www.ofsted.gov.uk). Commenting in depth on the quality of our Nursery Care and Education, the Ofsted Inspector said:*

*Staff are excellent role models and very nurturing in their approach. Children are well settled and demonstrate good levels of respect for each other. They behave well and follow instructions. They are confident and demonstrate high levels of self-esteem.*

*Children's independence is encouraged well. They make many choices in their play encouraging them to become active learners.*

*We believe wholeheartedly that care and education cannot really be separated in the Early Years, and would like to quote a Swiss saying to exemplify this:- “ The finest of care is an education in itself, but you cannot educate the child unless you care for him first.”*

*We believe the main reason that our children do so well is because we really do care for them, and, of course, their families as well – Ofsted said*

*All children, including those who have special educational needs and/or disabilities make good progress from when they first start at the nursery. Children are imaginative. They dress up in costumes of book characters and tell their own made up stories. Staff capture these stories and write children's very own storybooks.*

*Parents speak highly of the nursery and staff team, commenting on how well their children have settled, how they are kept informed and the friendliness of staff.*

### **Our aim is:-**

*“For each and every child to ‘blossom’ through his or her time with us -*

*leaving our care when richer in social skills, life skills and with a love of*

*learning that will last a lifetime.”*

### ***In order to achieve this aim our objectives are:-***

- ✧ *To provide the very best of childcare – full of love, laughter and understanding.*
- ✧ *To provide the very best of Early Years Education – full of play and concrete, exciting, stimulating experiences.*
- ✧ *To value, respect and include each and every child regardless of gender, race, religion, ability or disability.*
- ✧ *To listen to each and every child and to allow them to become independent learners.*
- ✧ *To work in partnership with parents and carers for the good of their child.*



*We are registered with Gateshead Early Years Development and Childcare Partnership, and most of our 2, 3 and 4 year old children receive funding from the local education authority.*

*Nationally, this is 15 hours per week during term time, but our 2 year old children receive 16 and 1/2 hours, and our 3 and 4 year olds receive 22 hours.*

### ***Teaching***

*Our teaching is based on the revised version of the Early Years Foundation Stage which was introduced in September 2012.*

*We also often (but not always) do this through a central theme – usually based around specific interests of the children, a theatre visit or a beloved book – for example ‘Our Neighbourhood’ or ‘Bears’ or ‘The Gruffalo’.*

*Cultural events are also embraced to deepen our children's learning, like Chinese New Year, Pancake Day and of course Mothers Day, Christmas and Easter.*

*All our activities are designed to foster the development of the children holistically across the 7 areas of learning in the Revised Early Years Foundation Stage. There are 3 'prime' areas, and 4 'specific' areas of learning. These are:-*

***Prime Curriculum areas:-***

*Personal, Social and Emotional Development*

*Communication and Language*

*Physical Development*

***Specific Curriculum areas:-***

*Mathematics*

*Understanding The World*

*Literacy*

*Expressive Arts and Design*

*Ofsted said – Children's communication skills are well supported. Children, including those who speak English as an additional language are encouraged to join in with rich conversations. Staff use statements when playing alongside children and provide children with enough time to lead the conversation. Staff read stories with great enthusiasm. Children become deeply engrossed in stories and excitedly join in with what might happen next.*

*For example, staff use props and re-enact well-loved familiar tales. Children explore non-fiction books, including cookbooks. Staff encourage children to look at the pictures and read out the recipe. Children collect the various pretend items from the role play area. Staff complete observations of children's learning and form accurate assessments. This helps to identify what children need to learn next. I would like to now give you a quick insight into some of the activities that went on under the various curriculum headings during a variety of our themes.*

***Personal, Social and Emotional Development***

*We give Personal, Social and Emotional Development very high priority. Some of the activities that we used when our theme was 'The Gruffallo' were:-*

- ▲ Games of all sorts that involve turn-taking (reading the book page by page and sharing 'The Gruffallo' characters). Group discussions about animals, their characteristics and where they may live.*
- ▲ Re-enacting the story through character adaptation and role-play (during role-play children have the opportunity to express feelings, to make sense of their world, to use language and to learn without failure.)*



- ⤴ *Playing group 'Gruffallo' dominoes which promotes communication and language development, turn-taking, discussions and friendships.*
- ⤴ *Presenting children with challenging but achievable activities so that they have positive learning experiences and come to regard themselves as capable and successful.*

*Of course, not all children behave as well as we would like all the time. In this event our children are treated to liberal doses of what we like to call 'loving discipline' – firm but fair with lashings of love thrown in!*

*Ofsted said – Children follow good hygiene practices and are encouraged to help to prepare meals. For example, they help to cut and peel vegetables before lunch. Children spread their own butter and jam onto crumpets for snack time and pour their own milk or water. This helps to promote children's independence. Children play cooperatively with one another. They share and take turns and remind each other of the nursery rules. Staff provide regular praise and encouragement and celebrate children's achievements. This helps to develop children's self-esteem. Children have ample space to play and explore. They confidently move from room to room choosing where and what to play with. This gives children confidence in their own abilities.*

*Loving, caring relationships are built between children of all ages similar to sibling relationships within a family. This allows emotions to deepen, trust to be established, feelings to be managed and self-confidence to grow.*

## ***Communication and Language***

*Research has shown that children need to be really effective talkers so they can become really effective readers once they get to school. So most of our day is spent merely talking to children about anything and everything – extending their language all the time.*

*We also have specific activities to tie in with our theme.*

*For example, when our theme was 'Stories with wolves':-*

- ⤴ *At story time – all the stories possible that included wolves.*
- ⤴ *On a display/resource table – all the fiction and non-fiction books we could find that included wolves.*
- ⤴ *In the role-play area – adapting it to be a wolves den, and including lots of relevant dressing up clothes such as wolf costumes, Little Red Riding Hood costume, Three Pig costumes and so on.....*



- ✧ *Children using some of our selection of blocks to create their own wolf stories in three dimensions.*

## ***Physical Development***

*Whatever our theme is we always have a stimulating assortment of activities to further the physical development of the children.*

*For example:-*

- ✧ *Glueing, painting, drawing, colouring etc.*
- ✧ *Climbing, running, hopping, dancing, sometimes to music, sometimes not.*
- ✧ *Using papier maché, clay, playdough, salt dough.*
- ✧ *Cutting, threading, slicing, spreading, grating and pouring.*
- ✧ *Mixing, kneading, rolling out and cutting out.*
- ✧ *Using scissors in a variety of ways.*



*Ofsted said "Through well-planned physical activities, children are learning to move their bodies with increasing control and skill, developing hand-eye coordination and balance".*





## **Mathematics**

*We believe that good, unforced, mathematical activities grounded firmly in reality give children the best start they can have for their future understanding. Activities included in 'The Garden Centre' were:-*

- ⤴ Comparing the sizes of all sorts of flower pots – discussing how many scoops of peat will be needed to fill each one and so on.....*
- ⤴ Baking various sizes of tree biscuits.*
- ⤴ Making little books about a garden centre which had 6 Christmas trees that were bought, one by one, until there were none left for the shop assistant!*
- ⤴ Sorting pictures of flowers into their different colours.*
- ⤴ Planned counting activities like counting bears and numeral recognition.*

## **Understanding the World**

*We consider that the children should learn as much as they can about the world in which we live. Our activities when we did 'Babies' included:-*

- ⤴ Asking our parents to bring their babies in frequently, and allowing the children to watch them being bathed and fed.*
- ⤴ Planning and making our own likenesses of the babies, using a variety of media.*
- ⤴ Creating a baby clinic in the role play area of the nursery and role-playing what we saw.....*



## **Literacy**

*Our children love to read and write – little ones are often seen looking at a book just because they feel like it, and older children are often to be seen 'reading' to a younger child, or indeed to a group! Staff are extremely accomplished story readers and tellers so that story time is a time beloved by all. Older children love to tell stories that are written down by adults and illustrated by the children themselves.*



## ***Expressive Arts and Design***

*We believe children are naturally creative and those whose creativity has really been allowed to develop in the Early Years are much more able to assimilate formal learning when they get to school. International research would seem to support this view.*



*In order to foster creativity we:-*

- ⤴ *Have many different mediums for children to use to express their ideas, for example glue, paint, glitter, tissue paper and so on*
- ⤴ *Have many different types of paper, egg boxes, cereal boxes etc to use.*
- ⤴ *Have lots of dressing-up clothes and props*
- ⤴ *Take the children to the theatre, and have visits by dance companies.*
- ⤴ *Have lots of percussion instruments and listen to the children's music.*
- ⤴ *Support any child to turn his or her idea into reality (but not do it for them)*



### *Our Staff.....*

*All our staff, except 2, have been with us since we opened in 2012, and those 2 were students with us who we have chosen to keep on.*

*All staff have Level 3 childcare qualifications, are qualified in first aid, food hygiene and regularly attend training on Child Protection.*

*Ofsted 2012 said the following about our staff team -*

*“Staff are remarkably warm and caring which promotes children's confidence and sense of belonging. The key person system is highly effective in supporting individual needs because staff take time to get to know all the children exceptionally well. Secure bonds are seen throughout the nursery due to the excellent interactions between adults and children”*

### ***Opening Times:-***

#### *For full day care:-*

*Nursery opens at 7.30am.*

*Nursery closes at 6pm.*

#### *For sessional care:-*

*Mornings:- Between 7.30am and 12.45pm (lunch is at 12pm)*

*Afternoons:- Between 1.00 pm and 6pm*

### ***Fees:-***

- ⤴ Morning session £25 including mid-morning snack and lunch.*
- ⤴ Afternoon session £25 including afternoon snack and tea.*
- ⤴ Full day from £45 including all meals and snacks.*
- ⤴ Full time care is offered at £750 a month.*

#### *Nursery Education Entitlement for children over 3:*

*This entitlement comes into effect from the beginning of the school term after the child reaches the age of three, and is for 15 hours of free nursery education, school term time only.*

*We can do both term time or stretch this offer over the 49 weeks we are open, meaning that the child receives 11.5 hours free a week, and charge £5.00 per hour for any hours over the 11.5.*

#### *Nursery Education Entitlement for children over 2:*

*Some children become entitled to 15 hours of free nursery education, school term times only, from the term after they reach 2. Parents normally receive a 'Golden ticket' to show they are eligible.*

**Payment of fees:-**

*Fees are calculated individually, and are payable monthly, in advance, on the first of the month, by standing order.*

***Holidays:-***

*The Nursery is open all year except for:-*

*Bank holidays*

*The week between Christmas and New Year*

*The last week of the schools' 6 week summer holiday.*

*Fees are still payable for these times, and no reduction of fees is made for family holidays taken at other times of the year.*

***Working Families Tax Credit/Childcare Tax Credit***

*Many, if not most, working parents can now get help from the Inland Revenue with their childcare costs, and we suggest you speak to the Family Tax Credit Helpline on 0845 300 3900 for advice.*

*You will need to know that our Registering Authority is 'Ofsted' and our Registered number is EY441567.*

***Childcare Vouchers***

*Many employers now offer childcare vouchers to their staff as part of their salary. We do accept childcare vouchers either in part or full payment of nursery fees.*

*We hope you enjoyed hearing a little about us and we do hope you will call in and see us in the near future.*

*Yours*

*Diana Cummings*