

# Guide to the Early Years Foundation Stage in Montessori settings

Based on the Statutory Framework for Early Years Foundation Stage

A photograph of three children in a Montessori classroom. A young girl with blonde hair, wearing a purple shirt, is pointing at a small toy dinosaur on a blue circular mat. A young boy with dark hair, wearing a blue and white plaid shirt, is looking at the same mat. A young girl with red hair, wearing a white sleeveless top, is standing behind them, looking down at the mat. The mat has several other toys on it, including a small pig, a small cow, and a small bird. In the background, there are wooden shelves with various Montessori materials, including a wooden number line and a wooden letter board. A wicker basket is on the floor next to the girl in the purple shirt.

Setting standards for learning, development and care for children from birth to five





**MONTESSORI**  
SCHOOLS ASSOCIATION

# Preface

By Dr Martin Bradley



**W**elcome to the second edition of this guide. The first edition, published with the support of the Department for Children, Schools and Families, has proved invaluable to people working in Montessori schools and settings in reinforcing the ways in which the Montessori approach to education shares the underlying principles of the Early Years Foundation Stage (EYFS). The guide has also been extensively used by inspectors and local authority officers as well as in training Montessori and other teachers. The aim of this second edition is to show how Montessori practices relate to the revised EYFS, which is implemented from September 2012, and includes the learning and development requirements as well as those for welfare and assessment.

The principles underlying the EYFS are ones with which Montessorians are very familiar and which they endorse enthusiastically. We acknowledge that every child is unique;

that children learn to be strong and independent through positive relationships; that they learn and develop well in enabling environments; and that they develop and learn in different ways and at different rates. Such themes lie at the heart of good Montessori practice and it has been most encouraging to find that nearly 90% of Montessori preschools are regarded by inspectors as being outstanding or good. It is also a tribute to the hard work of those who work in Montessori settings.

Our thanks again go to Barbara Isaacs for her work on this guide. We hope that you will find it both useful and informative. The Montessori Schools Association is once again pleased to be able to demonstrate the continuing relevance of Maria Montessori's work in educating young children in the twenty-first century.

**Dr Martin Bradley**

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# Foreword

By Barbara Isaacs



Since the publication of the original *Guide to the Early Years Foundation Stage in Montessori Settings* in the spring of 2008, the Montessori Schools Association in Britain has grown stronger and larger with over 650 schools in membership and over 4000 individual members. Montessorians, with support from the Montessori St. Nicholas Charity, have asserted a stronger voice within the national early years community. The Guide was the first ever opportunity to have Montessori practice endorsed by the then Department for Education and Skills who funded the original design and printing of the document. Copies were distributed to Local Authorities and to Ofsted inspectors and made available to Montessori settings and students. Over the past four years the Montessori St. Nicholas Charity continued to make the publication available not only to newcomers to Montessori, but also to our colleagues in the early years community.

The publication of the Guide coincided with the launch of the Montessori Evaluation and Accreditation Board who have, since the spring of 2008, accredited over 130 Montessori settings committed to ongoing improvements in their practice. The scheme has a strong following and reaccreditations, begun in 2012, now entail two visits and

give settings the opportunity to manage their action plan for improvement whilst engaging the whole team in discussion on how to develop and extend their practice. There is strong evidence that those settings which committed to the accreditation also achieved high grading during Ofsted inspections. 88% of the Montessori settings inspected between the introduction of the EYFS in 2008 and the present have achieved Outstanding or Good judgements in their inspections.

This success endorsed Montessori colleges' discussions with Professor Cathy Nutbrown about the significant contribution Montessori provision, alongside Steiner education, makes to the diverse early years family. It also reflects parents' continued interest in selecting Montessori education as the optimum introduction to learning for their children. The recent successful bid by the Montessori St. Nicholas Charity to deliver parenting classes in Camden, London further demonstrates the growing acceptance and recognition of the Montessori approach as current, valid and relevant to the lives of children and their families. The charity is also exploring ways of introducing parenting classes to the wider Montessori community, thus enabling Montessori practitioners to extend their support for the children and the



*“88% of the Montessori settings inspected between the introduction of the EYFS in 2008 to the present have achieved Outstanding or Good judgements in their inspections.”*

families who attend their setting. This effective partnership is one of the key principles of the positive relationships theme within the EYFS.

In commissioning this second edition of the EYFS Guide the Montessori St. Nicholas Charity demonstrate their on going support for the Montessori Schools Association and their members.

Using this document we hope to provide the Montessori community with the opportunity to reflect on their practice within the context of the EYFS as based on the key principles underpinning the Montessori ethos and pedagogy. We would encourage practitioners to share the content of this booklet with their team and discuss the changes and their implications to their practice. As the title of the publication indicates, it is a guide to good practice: its implementation will depend on each individual setting.

The new statutory framework builds on the good practice encouraged in the original document. Its core themes remain. If we, as practitioners, engage with the Unique Child, Positive Relationships and Enabling Environments and the extended principles, we should be able to deliver high quality learning and development opportunities for the

children in our care. The new EYFS document gives Montessorians the opportunity to express their beliefs that in the early years children’s spontaneous learning is of paramount importance. Such learning needs to be nurtured by sensitive and well informed observers who prepare rich indoor and outdoor learning environments which actively support children’s play and exploration and lead to creative thinking. Whilst preparing children for life Montessori education gives young children the tools for positive social interactions, independence and confidence which enable them to make smooth transitions to primary school and the many other social situations they will encounter later.

**Barbara Isaacs**

August 2012

*I would like to thank Dr. Martin Bradley, Anne-Marie True, Dawn Nasser and Ursula Nerre for their patience, support and guidance in preparation of this booklet. Special thanks go to the children and staff from Rose House Montessori School whose photographs make this guide come alive and demonstrate current high quality Montessori practice.*







# Introduction

In the introduction to the Statutory Framework the Department for Education identifies four aims for the EYFS:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers; and
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

These aims are further underpinned by the four key themes and principles as identified in the original EYFS. They are now firmly embedded in all good early years practice and from the very beginning gave Montessorians the opportunity to demonstrate that the Montessori practice of “following the child” requires a favourable environment and empathetic and knowledgeable practitioners who nurture children’s learning and development.

In line with the Statutory Framework this guide aims to explain Montessori practice and is organised as follows:

1. Exploration of the overarching principles
2. Learning and development requirements
3. Assessment
4. The safeguarding and welfare requirements









# 1: Exploration of the overarching principles

## A Unique child

**Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured**

### Practitioners:

- **understand and observe children**

As Montessorians we need to understand both Montessori's perspective of children's development and be able to interpret it in context of current theory. This developmental understanding needs to be reflected in the evaluation of observations and be translated into effective and relevant planning in support of individual learning and development.

- **support development of positive sense of identity and culture**

We need to trust each individual child in his/her efforts to 'construct an individual'.

- **identify additional needs**

We must have the skills to meet each child's individual needs and be able to find guidance and support to nurture their additional needs.

- **keep children safe**

We must ensure through our policies, procedures and practice that children in our care are always safe.

- **value and respect children and families equally**

We must ensure through our policies, procedures and practice that all children and their families are always valued and respected.

## Positive Relationships

**Children learn to be strong and independent through positive relationships**

### Positive relationships are

- **warm, loving and foster a sense of belonging**

As Montessorians we need to nurture each individual child in a harmonious and peaceful environment which fosters positive sense of belonging.

- **sensitive and responsive to children's needs, feelings and interests**

Our observations of children should guide us in getting to know each child and his/her unique qualities and characteristics and learning dispositions.

- **supportive of individual efforts and independence**

We need to provide a learning environment which enables each child to grow in his/her independence according to their unique needs and efforts.

- **consistent in setting clear boundaries**

Practitioners need to create a favourable environment which offers each child freedom of movement, choice, social interactions and engagement. This type of freedom sets as its limits the wellbeing and respect for oneself, each other and the environment. The child's need for independence is encouraged leading to autonomy and initiative.

- **stimulating**

The favourable environment reflects the individual needs and interests of the children and ensures that it entices and engages the child in stimulating and challenging activities, giving each child the opportunity to develop his/her unique potential.

- **built on key person relationships**

The role of the key person is to provide an effective and meaningful communication link between the child, the setting and his/her family whilst ensuring that the child continues to make positive relationships with all the children and adults in the setting.

### Enabling environments

**Children learn and develop well in enabling environments, where their experiences respond to their individual needs and where there is a strong partnership between practitioners and parents/carers.**

#### Enabling environments value:

- all people
- learning

In line with Montessori's beliefs the favourable environment is respectful of the people and resources which enable children's individual efforts and learning to develop according to their unique characteristics. It offers a continuous provision of activities during which children engage spontaneously in the two and a half – three hour 'work cycle' which will include individual or shared learning sometimes guided by a more knowledgeable peer or by the teacher.

#### Enabling environments offer:

- stimulating resources, relevant to all the children's cultures and communities

The Montessori favourable environment is carefully planned, prepared and maintained to offer accessibility, consistency and continuity of learning. Montessori activities and equipment provide young children with a firm foundation to their development by enabling learning in small, manageable yet interesting steps, nurturing their independence and by respecting all cultures and communities; children are encouraged to see themselves as 'citizens of the world'.

- rich learning opportunities through play and playful teaching

The Montessori activities and learning materials are complemented and extended by a wide range of activities which support and meet the individual needs of children and provide rich learning opportunities for play and work. The adults know each child well and are able to ensure that the children's play and learning are relevant and appropriate to their unique patterns of development and learning dispositions.

- support for children to take risks and explore

Montessori pedagogical principles rest on the belief that children need to learn to do things by and for themselves. Through initial teaching the child acquires skills which support his/her independence, enable challenging activities and facilitate risk taking and exploration, such as helping in preparation of a snack by cutting fruit with a knife, or building a tower which is taller than themselves. Whilst exploration, challenge and risk are encouraged they are always supported by effective risk assessment and appropriate health and safety policies.

### Learning and Development

**Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.**

**Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.**





## 1. EXPLORATION OF THE OVERARCHING PRINCIPLES

Characteristics of effective early learning are defined by Development Matters (2012, p.5) as:

- **Playing and exploring - engagement**

Finding out and exploring, playing with what they know, being willing to have a go.

- **Active learning – motivation**

Being involved and concentrating, keeping trying, enjoying achieving what they set out to do.

- **Creating and thinking critically - thinking**

Having their own ideas, making links, choosing ways to do things.

Whilst as Montessorians we may question the definitions of

engagement, motivation and thinking, each one of these characteristics resonates with our understanding of children's play and work in Montessori favourable environments as facilitated by the 'work cycle' and the freedom with responsibility which children learn and develop. Montessorians are urged to explore Montessori's own writing relating to human tendencies and sensitive periods and consider them in context of the qualities of effective early learning. Use of the material presented in Development Matters (2012, pages 6 and 7) would further enhance team discussions and clarify the Montessori perspective on effective early learning in the context of the Unique Child, Positive Relationships and Enabling Environments. Development Matters can be downloaded free of charge from [www.early-education.org.uk](http://www.early-education.org.uk)

**Children's learning and development as set out in the Statutory Framework is now defined in seven areas of learning, each area with its own unique aspects. The areas of learning are organised as follows in the revised EYFS:**

PRIME AREAS	
Areas of Learning and Development	Aspects
Communications and Language	<ul style="list-style-type: none"><li>• Listening and attention</li><li>• Understanding</li><li>• Speaking</li></ul>
Physical Development	<ul style="list-style-type: none"><li>• Moving and handling</li><li>• Health and self-care</li></ul>
Personal, Social and Emotional Development	<ul style="list-style-type: none"><li>• Making relationships</li><li>• Self confidence and self awareness</li><li>• Managing feelings and behaviour</li></ul>
SPECIFIC AREAS	
Areas of Learning and Development	Aspects
Literacy	<ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li></ul>
Mathematics	<ul style="list-style-type: none"><li>• Numbers</li><li>• Shapes space and measure</li></ul>
Understanding the World	<ul style="list-style-type: none"><li>• People and Communities</li><li>• The world</li><li>• Technology</li></ul>
Expressive Arts and Design	<ul style="list-style-type: none"><li>• Exploring and using media and materials</li><li>• Being imaginative</li></ul>





# 2: Learning and development requirements

**This element of early years practice defines what practitioners must do to ensure the positive learning and development of all children and help them prepare for the next stage of their learning.**

- It is expected that the setting engages parents and carers, working in partnership with them in nurturing their children's learning and development and this would include effective support for children with special education needs.
- Whilst home languages are valued, children in a setting must be encouraged to develop good level of English during the Early Years Foundation Stage.
- The key person is a significant link between the child, family and support services.
- Play is seen as a key tool for learning in the early years. Purposeful play should be child initiated and child-led. It should be appropriately supported by practitioners who sensitively respond to the child's emerging needs, interests and different ways of learning. Progressively, and if the child's development allows, more adult-led activities should be introduced to help children prepare for more formal learning in Year 1 of primary school.
- The nursery team must be well qualified and the training and development needs of the staff members must be considered regularly to ensure quality learning experiences for children (see section 4: the Safeguarding and welfare requirements).

To ensure that practitioners interpret the learning and development requirements appropriately they are guided to consult the following resources, all available electronically free of charge.

**Statutory Framework for the Early Years Foundation Stage:** Setting the standards for learning, development and care for children from birth to five. This is the statutory guidance document which was used in preparation of the Guide to the EYFS in Montessori Settings (2nd edition, 2012). All settings should download it and print it off and keep it together with the Guide and make it available to their staff. It can be accessed on [www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-0023-2012](http://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-0023-2012)

**Development Matters in the Early Years Foundation Stage:** The non-statutory guidance material which supports practitioners in implementing the statutory requirements of

the EYFS. Available from [www.early-education.org.uk](http://www.early-education.org.uk)

**A know how guide:** The EYFS progress check at age two. Available from [www.ncb.org.uk/ey/peertopeersupport](http://www.ncb.org.uk/ey/peertopeersupport)

**Parent's Guide to the Early Years Foundation Stage Framework:** exciting times ahead for you and your child. Available from: [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence)

## The early learning goals:

All areas of learning are interconnected; in the early years well planned learning experiences will meet several learning goals and will spark children's interest and enthusiasm for learning, support well-being and sense of belonging. In all areas of learning and development the practitioners work with children and their families towards achieving the early learning goals by the time children reach the summer term in reception class or following their fifth birthday. At this time all children will be assessed using the statutory EYFS profile: see the next section for more details. The three prime areas are particularly crucial in promoting effective learning and development during the Early Years Foundation Stage.


## Prime areas

**Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skill in expressing themselves; and to speak and listen in a range of situations.

**Physical development** involves providing opportunities for young children to be active and interactive; to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food and personal hygiene.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups, and to have confidence in their own abilities.

## Communication and language development

Listening and attention	
<p><b>Development Matters</b> guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning</p>	<p>Examples of <b>Montessori Practice</b> or materials and resources which will help the child in achieving the Early Learning Goal</p>
<p><b>THE CHILD</b></p> <p><b>16 to 26 months:</b></p> <ul style="list-style-type: none"> <li>• listens to and enjoys rhythmic patterns in rhymes and stories</li> <li>• enjoys rhymes and demonstrates listening by trying to join in with actions of vocalisations</li> <li>• rigid attention – and may appear not to hear</li> </ul> <p><b>22-36 months:</b></p> <ul style="list-style-type: none"> <li>• listens with interest to the noises adults make when they read stories</li> <li>• recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door</li> <li>• shows interest in play with sounds, songs and rhymes</li> <li>• single channelled attention, can shift to a different task if attention fully obtained – using child's name helps focus</li> </ul> <p><b>30 to 50 months:</b></p> <ul style="list-style-type: none"> <li>• listens to others one to one or in small groups, when conversation interests them</li> <li>• listens to stories with increasing attention and recall</li> <li>• joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• focuses attention – still listens or does, but can shift own attention</li> <li>• is able to follow directions if not intently focused on own choice of activity</li> </ul> <p><b>40 to 60+ months:</b></p> <ul style="list-style-type: none"> <li>• maintains attention, concentrates and sits quietly during appropriate activity</li> <li>• two-channelled attention – can listen and do for short span</li> </ul>	<p><b>THE CHILD</b></p> <p>has daily access to, and enjoys listening to and participating in nursery rhymes, songs and stories and musical instruments</p> <p>is encouraged to join in and contribute when ready</p> <p>participates in the silence game which encourages focused listening</p> <p>participates in two way conversations is given time to respond appropriately</p> <p>is encouraged to focus on presentations of new activities</p> 

**Early Learning Goal as described in the EYFS;** by the end of the Reception year the child should be able to:

- listen attentively in a range of situations
- listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions
- give their attention to what others say and respond appropriately, while engaged in another activity



## Understanding

**Development Matters** guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning

### THE CHILD

#### 16 to 26 months:

- selects familiar objects by name and will go and find objects when asked, or identifies objects from a group.
- understands simple sentences, e.g. 'Throw the ball'

#### 22-36 months:

- identifies action words by pointing to the right picture, e.g. 'Who's jumping?'
- understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'
- understands, 'who', 'what', 'where' in simple questions e.g. 'Who's that? What's that? Where is?'
- developing understanding of simple concepts, e.g. big/little

#### 30-50 months:

- understands use of objects, e.g. 'What do we use to cut things?'
- shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture
- responds to simple instructions, e.g. to get or put away an object
- beginning to understand 'why' and 'how' questions

#### 40-60+ months:

- responds to instructions involving a two-part sequence
- understands humour, e.g. nonsense rhymes, jokes
- able to follow a story without pictures or props
- listens and responds to ideas expressed by others in conversation or discussion

Examples of **Montessori Practice** or materials and resources which will help the child in achieving the Early Learning Goal

### THE CHILD

is given opportunities to demonstrate their understanding by following short conversations and non verbal interactions

listens to instructions from adults and peers which gradually become a routine as the child matures and settles into the rhythm of daily life

responds to questions from adults and friends

is able to follow complex instructions and respond to them appropriately as the child becomes more experienced and settled in daily routines



**Early Learning Goal as described in the EYFS;** by the end of the Reception year the child should be able to:

- follow instructions involving several ideas or actions
- answer 'how' and 'why' questions about their experiences and in response to stories and events

## Speaking

**Development Matters** guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning

### THE CHILD

#### 16 to 26 months:

- copies familiar expressions, e.g. 'Oh dear', 'All gone'.
- beginning to put two words together, e.g. 'want ball', 'more juice'
- use different types of everyday words including nouns, verbs and adjectives, e.g. banana, go, sleep, hot
- beginning to ask simple questions
- beginning to talk about people and things that are not present

#### 22 to 36 months:

- uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts
- holds a conversation, jumping from topic to topic
- learns new words very rapidly and is able to use them in communicating
- uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'
- uses a variety of questions, e.g. what, where, who
- uses simple sentences, e.g. 'Mummy gonna work'
- beginning to use word endings, e.g. going, cats

#### 30 to 50 months:

- beginning to use more complex sentences to link thoughts, e.g. using and, because
- can retell a simple past event in correct order, e.g. went down slide, hurt finger
- uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences
- questions why things happen and gives explanations using question words, e.g. who, what, when, how
- uses a range of tenses, e.g. play, playing, will play, played
- uses intonation, rhythm and phrasing to make the meaning clear to others
- uses vocabulary focused on objects and people that are of particular importance to them

Examples of **Montessori Practice** or materials and resources which will help the child in achieving the Early Learning Goal

### THE CHILD


has opportunities to listen attentively and demonstrate understanding of spoken and non-verbal language and routines responding verbally as language unfolds and develops

is supported in the development of spoken language by:

- modelling of spoken language
- appropriate use of language
- extension of vocabulary in all areas of learning - using conversations, books and stories as well as the three period lessons
- acknowledging the importance of the child's home language whilst supporting emerging use of the language spoken in the nursery
- encouraging conversations
- encouraging telling of their own stories at every opportunity, particularly during play, creative activities and when exploring activities in knowledge of the world
- encouraging questions





Speaking (continued)	
<p><b>Development Matters</b> guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning</p>	<p>Examples of <b>Montessori Practice</b> or materials and resources which will help the child in achieving the Early Learning Goal</p>
<p><b>THE CHILD</b></p> <ul style="list-style-type: none"> <li>• builds up vocabulary that reflects the breadth of their experiences</li> <li>• uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle'</li> </ul> <p><b>40 to 60+ months:</b></p> <ul style="list-style-type: none"> <li>• extends vocabulary, especially by grouping or naming, exploring the meaning and sounds of new words</li> <li>• uses language to imagine and recreate roles and experiences in play situations</li> <li>• links statements and sticks to a main theme or intention</li> <li>• uses talk to organise, sequence and clarify thinking, ideas, feelings, and events</li> <li>• introduces a storyline or narrative in their play</li> </ul>	<p><b>THE CHILD</b></p> <p>appropriate use of language is a key focus in Montessori nurseries and children are always encouraged to express their thoughts, ideas and feelings</p> 

**Early Learning Goal as described in the EYFS;** by the end of the Reception year the child should be able to:

- express themselves effectively, showing awareness of listeners' needs
- use past and future forms accurately when talking about events that have happened or are to happen in the future
- develop their own narratives and explanations by connecting ideas and events



## Physical development

### Moving and handling

**Development Matters** guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning

#### THE CHILD

##### 16 to 26 months:

- walks upstairs holding hand of adult
- comes downstairs backwards on knees, e.g. crawling
- beginning to balance blocks to build a small tower
- makes connections between their movement and the marks they make

##### 22 to 36 months:

- runs safely on whole foot
- squats with steadiness to rest or play with an object on the ground, and rises to feet without using hands
- climbs confidently and is beginning to pull themselves up on nursery play or climbing equipment
- can kick a large ball
- turns pages in a book, sometimes several at once
- shows control in holding and using jugs to pour, hammers, books and mark-making tools
- beginning to use three fingers (tripod grip) to hold writing tools
- initiates drawing simple shapes such as circles and lines
- walks upstairs or downstairs holding onto a rail two feet to a step
- may be beginning to show a preference for dominant hand

##### 30 to 50 months:

- moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- mounts stairs, steps or climbing equipment using alternate feet
- walks downstairs, two feet to each step while carrying a small object
- runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles
- can stand momentarily on one foot

Examples of **Montessori Practice** or materials and resources which will help the child in achieving the Early Learning Goal

#### THE CHILD

is given opportunities to move freely inside and outside the classroom using his/her whole body with growing control and effectiveness.

All activities of everyday living and the use of sensorial materials enhance the development and refinement of gross and fine motor skills, children's balance and spatial awareness. Full details of lesson plans for these activities can be found in Montessori curriculum files (schemes of work). The following are some key examples:

- carrying materials from the shelf to a table/mat
- walking on the line activities
- uses climbing equipment and bicycles





## Moving and handling (continued)

**Development Matters** guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning

### THE CHILD

- can catch a large ball
- draws lines and circles using large motor movements
- uses one-handed tools and equipment, e.g. makes snips in paper with child scissors
- holds a pencil between thumb and two fingers, no longer using whole-hand grasp
- holds pencil near point between first two fingers and thumb and uses it with good control
- can copy some letters, e.g. letters from their name

### 40 to 60+ months:

- experiments with different ways of moving
- jumps off an object and lands appropriately
- negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- travels with confidence and skill around, under, over and through balancing and climbing equipment
- shows increasing control over an object in pushing, patting, throwing, catching or kicking it
- uses simple tools to effect changes to materials
- handles tools, objects, construction and malleable materials safely and with increasing control
- shows a preference for a dominant hand
- begins to use anticlockwise movement and retrace vertical lines
- begins to form recognisable letters
- uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

Examples of **Montessori Practice** or materials and resources which will help the child in achieving the Early Learning Goal

### THE CHILD

Activities for refinement of manipulative skills, eye hand co-ordination, flexibility of the wrist, lightness of touch and careful handling of objects and materials which prepare the child for daily life as well as for writing.

- pouring
- transferring
- sorting
- cutting
- threading
- sewing,
- opening and closing
- pegging
- plaiting



**Early Learning Goal as described in the EYFS;** by the end of the Reception year the child should be able to:

- show good control and co-ordination in large and small movements
- move confidently in a range of ways, safely negotiating space
- handle equipment and tools effectively, including pencils for writing

## Health and self-care

**Development Matters** guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning

### THE CHILD

#### 16 to 26 months:

- develops own likes and dislikes in food and drink
- is willing to try new food textures and tastes
- holds cup with both hands and drinks without much spilling
- clearly communicates wet or soiled nappy or pants
- shows some awareness of bladder and bowel urges
- shows awareness of what a potty or toilet is used for
- shows a desire to help with dressing/undressing and hygiene routines

#### 22 to 36 months:

- feeds self competently with spoon
- drinks well without spilling
- clearly communicates their need for potty or toilet
- beginning to recognise danger and seeks support of significant adults for help
- helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt
- beginning to be independent in self-care, but still often needs adult support

#### 30 to 50 months:

- can tell adults when hungry or tired or when they want to rest or play
- observes the effects of activity on their bodies
- understands that equipment and tools have to be used safely
- gains more bowel and bladder control and can attend to toileting needs most of the time themselves
- can usually manage washing and drying hands
- dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom

#### 40 to 60+ months:

- eats a healthy range of foodstuffs and understands need for variety in food

Examples of **Montessori Practice** or materials and resources which will help the child in achieving the Early Learning Goal

### THE CHILD

is given opportunities to learn about food and healthy eating during snack/meal times and activities which focus on the importance of healthy eating, exercise and being safe.

grows in awareness of personal hygiene when they are learning about

- nappy changing
- potty training
- when and why to wash hands and use a nail brush
- how to blow their nose
- how to brush teeth
- how to brush hair





Health and self-care (continued)	
<p><b>Development Matters</b> guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning</p>	<p>Examples of <b>Montessori Practice</b> or materials and resources which will help the child in achieving the Early Learning Goal</p>
<p><b>THE CHILD</b></p> <ul style="list-style-type: none"> <li>• is usually dry and clean during the day</li> <li>• shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</li> <li>• shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</li> <li>• shows understanding of how to transport and store equipment safely</li> <li>• practices some appropriate safety measures without direct supervision</li> </ul>	<p><b>THE CHILD</b></p> <p>learns how to care for him/herself when</p> <ul style="list-style-type: none"> <li>• taking off and putting on shoes</li> <li>• taking off and putting on of their clothes</li> <li>• knowing what to do when wanting to play outside</li> <li>• putting their coat and bag on their pegs</li> <li>• storing own work</li> <li>• using a range of nursery equipment</li> </ul>

**Early Learning Goal as described in the EYFS:** by the end of the Reception year the child should be able to:

- know the importance of exercise and healthy diet for good health
- talk about ways to keep healthy and safe
- manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently



## Personal, social and emotional development

### Self-confidence & self-awareness

**Development Matters** guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning

#### THE CHILD

##### 16 to 26 Months:

- explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed
- gradually able to engage in pretend play with toys
- demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult

##### 22 to 36 months:

- separates from main carer with support and encouragement from a familiar adult
- expresses own preferences and interests



Examples of **Montessori Practice** or materials and resources which will help the child in achieving the Early Learning Goal

#### THE CHILD

is able to separate from main carer

is able to settle well at the start of the session

understands that not all objects can be put into their mouth

is able to choose and prepare own snack

selects work independently, carrying a tray/basket/mat/equipment

completes the cycle of activity, i.e. selects work independently and puts it away when completed

works in all areas with different patterns of interaction:

- independently
- one to one
- in a pair
- in a small group
- as a whole group

discusses and develops a growing awareness of others (cultures, similarities, differences) through projects, and during play such as: small world play and role play, is encouraged to take part in discussions and negotiations

is encouraged to express needs, views and feelings

Activities for everyday living which support independence are:

- transferring
- pouring
- threading
- opening and closing
- cleaning/washing/pegging
- polishing/dusting

care for the environment

- sweep floor using a broom
- mop floor
- sweep floor using a dust-pan
- clean table
- clear sink
- wash up own cup
- dry own cup
- water the plants
- rake leaves



## Self-confidence & self-awareness (continued)

**Development Matters** guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning

### THE CHILD

#### 30 to 50 months

- can select and use activities and resources with help
- welcomes and values praise for what they have done
- enjoys responsibility of carrying out small tasks
- is more outgoing towards unfamiliar people and more confident in new social situations
- confident to talk to other children when playing, and will communicate freely about own home and community
- shows confidence in asking adults for help

#### 40 to 60+ months:

- confident to speak to others about own needs, wants interests and opinions
- can describe self in positive terms and talk about abilities

Examples of **Montessori Practice** or materials and resources which will help the child in achieving the Early Learning Goal

### THE CHILD

care for self: learning to use

- large buttons
- velcro
- buckles
- bows
- polish shoes
- pair socks
- take off and put on outside shoes, inside shoes/slippers and wellington boots
- small buttons
- zips
- hook and eye fastenings
- lacing
- fold clothes
- put on own coat

personal hygiene

- wash hands
- clean teeth
- brush hair
- use toilet independently
- care for nails



**Early Learning Goal as described in the EYFS;** by the end of the Reception year the child should be able to:

- be confident to try new activities, and say why they like some activities more than others
- be confident to speak in a familiar group, will talk about their ideas and will choose resources they need for their chosen activities
- say when they do or don't need help

## Managing feelings and behaviour

**Development Matters** guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning

### THE CHILD

#### 16 to 26 months:

- is aware of others' feelings, e.g. looks concerned if hears crying or looks excited if hears a familiar happy voice
- has a growing sense of will and determination; this may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums
- responds to a few appropriate boundaries, with encouragement and support
- begins to learn that some things are theirs, some things are shared, and some things belong to other people

#### 22 to 36 months:

- seeks comfort from familiar adults when needed
- can express their own feelings such as sad, happy, cross, scared or worried
- responds to the feelings and wishes of others
- is aware that some actions can hurt or harm others
- tries to help or give comfort when others are distressed
- shows understanding and cooperates with some boundaries and routines
- can inhibit their own actions, behaviours, e.g. stop themselves from doing something they shouldn't do
- has a growing ability to distract self when upset, e.g. by engaging in a new play activity

Examples of **Montessori Practice** or materials and resources which will help the child in achieving the Early Learning Goal

### THE CHILD

understand the ground-rules and classroom etiquette:

- walking in class
- use of a mat
- individual activities
- shared activities

is able to follow the expected code of behaviour, listening to and following simple and more complex instructions

is able to express why the expected code of behaviour is important, giving simple and detailed explanations as required

learns about the consequences of their behaviour as events occur, describing a personal event and its effect

is encouraged to show own needs, views and feelings and knows the most appropriate places to demonstrate them in the class, for example:

- running – outside
- quiet time – book corner
- feeling tired – sleep area
- seeking comfort from friend/caregiver





## Managing feelings and behaviour (continued)

**Development Matters** guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning

### THE CHILD

#### 30 to 50 months:

- aware of own feelings and knows that some actions and words can hurt others feelings
- begins to accept the needs of others and can take turns and share resources, sometimes with support from others
- can usually tolerate delay when needs are immediately met and understands wishes may not always be met
- can usually adapt behaviour to different events, social situations and changes in routine

#### 40 to 60+ months:

- understands that own actions affect other people, e.g. becomes upset or tries to comfort another child when they realise they have upset them
- aware of the boundaries set and of behavioural expectations in the setting
- beginning to be able to negotiate and solve problems with aggression, e.g. when someone has taken their toy



Examples of **Montessori Practice** or materials and resources which will help the child in achieving the Early Learning Goal

### THE CHILD

takes part in discussion during group or book time with a focus on how characters help and support each other by

- sitting and listening
- joining in with support of an adult
- starting to participate
- making spontaneous contributions

takes part in project on festivals, people and animals around the world

- joins the group
- participates in the group, e.g. makes art activities
- selects activities relating to the community

shows empathy and kindness to others

- teachers: supporting with the environment
- peers: care for their work
- peers: care for their friends following injury or sadness
- peers: sharing an activity with another child

is involved and takes turns when working in a group

begins to participate in the silence game

is able to listen to a story

is able to listen to explanations

**Early Learning Goal as described in the EYFS;** by the end of the Reception year the child should be able to:

- talk about how they and others show feelings
- talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable
- work as part of a group or class and understand and follow the rules
- adjust their behaviour to different situations, and take changes of routine in stride

Making Relationships	
Development Matters guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning	Examples of Montessori Practice or materials and resources which will help the child in achieving the Early Learning Goal
<p><b>THE CHILD</b></p> <p><b>16 to 26 months:</b></p> <ul style="list-style-type: none"> <li>• plays alongside others</li> <li>• uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious</li> <li>• plays co-operatively with a familiar adult, e.g. rolling a ball back and forth</li> </ul> <p><b>22 to 36 months:</b></p> <ul style="list-style-type: none"> <li>• interested in others' play and starting to join in</li> <li>• seeks out others to share experiences</li> <li>• shows affection and concern for people who are special to them</li> <li>• may form a special friendship with another child</li> </ul> <p><b>30 to 50 months:</b></p> <ul style="list-style-type: none"> <li>• can play in a group, extending and elaborating play ideas</li> <li>• initiates play, offering cues to peers to join them</li> <li>• keeps play going by responding to what others are saying or doing</li> <li>• demonstrates friendly behaviour</li> <li>• demonstrates initiating conversations; and</li> <li>• demonstrates forming good relationships with peers and familiar adults</li> </ul> <p><b>40 to 60+ months:</b></p> <ul style="list-style-type: none"> <li>• initiates conversations</li> <li>• attends to and takes account of what others say</li> <li>• explains own knowledge and understanding, and asks appropriate questions of others</li> <li>• takes steps to resolve conflicts with other children</li> </ul>	<p><b>THE CHILD</b></p> <p>is able to respond to key-person and other adults</p> <p>is able to play:</p> <ul style="list-style-type: none"> <li>• alone</li> <li>• alongside others</li> <li>• in pairs</li> <li>• in a small group</li> </ul> <p>is able to participate in:</p> <ul style="list-style-type: none"> <li>• individual lessons with an adult</li> <li>• shared role play</li> <li>• a planned small group activity</li> </ul> <p>is able to share:</p> <ul style="list-style-type: none"> <li>• ideas</li> <li>• food</li> <li>• toys and materials</li> </ul> <p>shows consideration, respect and understanding of behaviour for:</p> <ul style="list-style-type: none"> <li>• themselves</li> <li>• friends</li> <li>• peers</li> <li>• adults</li> <li>• the environment</li> </ul> <p>understands the grounds rules of the environment:</p> <ul style="list-style-type: none"> <li>• cycle of activity</li> <li>• play/work mat</li> <li>• individual activity</li> <li>• shared activity</li> <li>• washing hands</li> <li>• access to free-flow to the outside</li> </ul>

**Early Learning Goal as described in the EYFS;** by the end of the Reception year the child should be able to:

- play co-operatively, taking turns with others
- take account of one another's ideas about how to organise their activity
- show sensitivity to other's needs and feelings
- form positive relationships with adults and other children



## The specific areas

Practitioners need to recognise the ongoing need to observe, plan for and document children's progress in the prime areas of learning, whilst beginning to focus on the specific areas of learning as children mature and show interest in the world around them, in letters and numbers and begin to express their ideas, thoughts and feelings through arts and crafts, music, dance and story telling.

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

### Reading

**Development Matters** guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning

#### THE CHILD

##### 16 to 26 months:

- interested in books and rhymes and may have favourites

##### 22 to 36 months:

- has some favourite stories, rhymes, songs poems or jingles
- repeats words or phrases from familiar stories
- fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...'

##### 30-50 months:

- enjoys rhyming and rhythmic activities
- shows awareness of rhyme and alliteration
- recognises rhythm in spoken words
- listen to and joins in with stories and poems, one-to-one and also in small groups
- joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- beginning to be aware of the way stories are structured
- suggests how the story might end
- listens to stories with increasing attention and recall
- describes main story settings, events and principal characters
- shows interest in illustrations and print in books and print in the environment
- recognises familiar words and signs such as own name and advertising logos
- looks at books independently
- handles books carefully
- knows information can be relayed in the form of print

Examples of **Montessori Practice** or materials and resources which will help the child in achieving the Early Learning Goal

#### THE CHILD

is made aware of phonetic sounds using games such as Odd Man Out and I Spy

is prepared for listening to the phonetic sounds by using the sound boxes and playing the silence game

is introduced to phonetic sounds using the sound paper letter

is introduced to reading with the three letter CVC (consonant-vowel -consonant) words using the pink level materials, which are usually presented in the following progression:

- pink box 3 and 4
- word lists
- phrase, sentences and books
- mystery box
- sight words

moves on to blue boxes which introduce double and triple blends, double letters, digraphs, schwa vowel and compound words in the same progression as the pink boxes



Reading	
<p><b>Development Matters</b> guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning</p>	<p>Examples of <b>Montessori Practice</b> or materials and resources which will help the child in achieving the Early Learning Goal</p>
<p><b>THE CHILD</b></p> <ul style="list-style-type: none"> <li>holds books the correct way up and turns pages</li> <li>knows that print carries meaning and, in English, is read from left to right and top to bottom</li> </ul> <p><b>40 to 60+ months:</b></p> <ul style="list-style-type: none"> <li>continues a rhyming string</li> <li>hears and says the initial sound in words</li> <li>can segment the sounds in simple words and blend them together and knows which letter represent some of them</li> <li>links sounds to letters, naming and sounding the letters of the alphabet</li> <li>begins to read words and simple sentences</li> <li>uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</li> <li>enjoys an increasing range of books</li> <li>knows that information can be retrieved from books and computers</li> </ul>	<p><b>THE CHILD</b></p> <p>is introduced to early grammar which builds on the children's growing reading skills and introduces colour-coded parts of speech in relation to their functions in a sentence through activities such as:</p> <ul style="list-style-type: none"> <li>noun cards and singular and plural box</li> <li>noun and adjective game</li> <li>verb cards</li> <li>preposition box</li> <li>theme/farm box</li> </ul>

**Early Learning Goal as described in the EYFS;** by the end of the Reception year the child should be able to:

- read and understand simple sentences
- use phonic knowledge to decode regular words and read them aloud accurately
- also read some common irregular words
- demonstrate understanding when talking with others about what they have read





Writing	
<p><b>Development Matters</b> guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning</p>	<p>Examples of <b>Montessori Practice</b> or materials and resources which will help the child in achieving the Early Learning Goal</p>
<p><b>THE CHILD</b></p> <p><b>22 to 36 months:</b></p> <ul style="list-style-type: none"> <li>distinguishes between the different marks they made</li> </ul> <p><b>30 to 50 months:</b></p> <ul style="list-style-type: none"> <li>sometimes gives meaning to marks drawn and painted</li> <li>ascribes meanings to marks seen in different places</li> </ul> <p><b>40 to 60+ months:</b></p> <ul style="list-style-type: none"> <li>gives meaning to marks they make as they draw, write and paint</li> <li>begins to break the flow of speech into words</li> <li>continues a rhyming string</li> <li>hears and says the initial sound in words</li> <li>can segment the sounds in simple words and blend them together</li> <li>links sounds to letters, naming and sounding the letters of the alphabet</li> <li>uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> <li>writes own name and other things such as labels, captions</li> <li>attempts to write short sentences in meaningful contexts</li> </ul>	<p><b>THE CHILD</b></p> <p>is prepared for writing in a wide variety of ways in Montessori settings: the activities of everyday living and sensorial materials all contribute to this preparation (see Physical development)</p> <p>is introduced to opportunities for mark making in the creative area where they have access to a variety of mark making implements and materials</p> <p>has access to the following activities which give targeted opportunities for writing</p> <ul style="list-style-type: none"> <li>insets for design</li> <li>sandpaper letters</li> <li>large moveable alphabet</li> </ul> <p>has opportunities to make connections between writing and reading when word building with the large moveable alphabet, uses objects and pictures to support independent work with</p> <ul style="list-style-type: none"> <li>pink box 1 and 2</li> <li>blue box 1 and 2</li> </ul> <p>has further opportunities to transcribe words built with the large moveable alphabet and during use of the pink and blue reading materials</p> <p>is encouraged to recognise and write their own names on their work</p> <p>has opportunities to annotate their work and tell stories which, with the help of practitioners may be recorded</p>

**Early Learning Goal as described in the EYFS;** by the end of the Reception year the child should be able to:

- use their phonic knowledge to write words in ways which match their spoken sounds
- also write some irregular common words
- write simple sentences which can be read by themselves and others; some words are spelt correctly and others are phonetically plausible

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, and calculating simple addition and subtraction problems, and to describe shapes, spaces and measures

Numbers	
<p><b>Development Matters</b> guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning</p>	<p>Examples of <b>Montessori Practice</b> or materials and resources which will help the child in achieving the Early Learning Goal</p>
<p><b>THE CHILD</b></p> <p><b>16 to 26 months:</b></p> <ul style="list-style-type: none"> <li>● knows that things exist, even when out of sight</li> <li>● is beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles</li> <li>● says some counting words randomly</li> </ul> <p><b>22 to 36 months:</b></p> <ul style="list-style-type: none"> <li>● selects a small number of objects from a group when asked, e.g. 'please give me one', 'please give me two'</li> <li>● recites some number names in sequence</li> <li>● creates and experiments with symbols and marks representing ideas of number</li> <li>● begins to make comparisons between quantities</li> <li>● uses some language of quantities, such as 'more' and 'a lot'</li> <li>● knows that a group of things changes in quantity when something is added or taken away</li> </ul>	<p><b>THE CHILD</b></p> <p>is prepared for numbers indirectly by daily use of mathematical language such as working out</p> <ul style="list-style-type: none"> <li>● how many children are present</li> <li>● how many children will need a place setting for lunch</li> <li>● how many children are outside</li> <li>● which is the larger or smaller piece of fruit on the snack table</li> <li>● if they need a bigger or smaller piece of paper for their art work/emergent writing</li> </ul> <p>is prepared for early mathematics by the use of activities of everyday living and sensorial materials</p> <ul style="list-style-type: none"> <li>● when estimating how much water to pour or, for example, which is bigger/smaller, wider/thinner, taller/shorter cylinder or flat shape</li> </ul> <p>has opportunities to develop skills which are a foundation to later mathematical learning such as</p> <ul style="list-style-type: none"> <li>● one to one correspondence</li> <li>● matching and pairing</li> </ul>



## Numbers

**Development Matters** guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning

### THE CHILD

#### 30 to 50 months:

- uses some number names and number language spontaneously
- uses some number names accurately in play
- recites numbers in order to 10
- knows that numbers identify how many objects are in a set
- is beginning to represent numbers using fingers, marks on paper or pictures
- sometimes matches numeral and quantity correctly
- shows curiosity about numbers by offering comments or asking questions
- compares two groups of objects, saying when they have the same number
- shows an interest in number problems
- separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
- shows an interest in numerals in the environment
- shows an interest in representing numbers
- realises not only objects, but anything can be counted including steps, claps or jumps

#### 40 to 60+ months:

- recognises some numerals of personal significance
- recognises numerals 1 to 5
- counts up to three or four objects by saying one number name for each of them
- counts actions or objects which cannot be moved
- counts objects to 10, and beginning to count beyond 10
- counts out up to six objects from a larger group
- selects the correct numeral to represent 1 to 5, then 1 to 10 objects
- counts an irregular arrangement of up to ten objects
- estimates how many objects they can see and checks by counting them
- uses the language of 'more' and 'fewer' to compare two sets of objects.

Examples of **Montessori Practice** or materials and resources which will help the child in achieving the Early Learning Goal

### THE CHILD

- grading
- sorting
- making patterns
- exploring fractions

is introduced to specific Montessori materials which teach them about quantities, as well as written symbols and is offered opportunities to combine and sequence numbers to 10, such as

- number rods
- sandpaper numerals
- number rods and cards/spindle box/ cards and counters
- other activities based on the above concepts, particularly in the outdoor classroom

is introduced to specific Montessori materials which teach them quantities, written symbols of 10-19 and 10-99 using the

- Sequin board A and beads
- Sequin board B and beads





Numbers	
<p><b>Development Matters</b> guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning</p>	<p>Examples of <b>Montessori Practice</b> or materials and resources which will help the child in achieving the Early Learning Goal</p>
<p><b>THE CHILD</b></p> <ul style="list-style-type: none"> <li>● finds the total number of items in two groups by counting all of them</li> <li>● says the number that is one more than a given number</li> <li>● finds one more or one less from a group of up to five objects then ten objects</li> <li>● in practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</li> <li>● records, using marks that they can interpret and explain</li> <li>● begins to identify own mathematical problems based on own interests and fascination</li> </ul>	<p><b>THE CHILD</b></p> <p>has opportunities to be introduced to the concept of addition and subtraction using the golden beads and large numbers</p> <p>is introduced to addition and subtraction of small quantities up to 19 using the</p> <ul style="list-style-type: none"> <li>● Snake game</li> <li>● Small number rods</li> <li>● Short bead stair</li> <li>● Addition strip boards</li> <li>● Subtraction strip board</li> </ul>

**Early Learning Goal as described in the EYFS;** by the end of the Reception year the child should be able to:

- count reliably with numbers from 1 – 20, place them in order and say which number is one more or one less than a given number
- use quantities and objects, add and subtract two single digit numbers and count on or back to find the answer
- solve problems including doubling, halving and sharing



## Shape, space and measures

**Development Matters** guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning

### THE CHILD

#### 16 to 26 months:

- attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles
- uses blocks to create own simple structures and arrangements
- enjoys filling and emptying containers
- associates a sequence of actions with daily routines
- beginning to understand that things might happen 'now'

#### 22 to 36 months:

- notices simple shapes and patterns in pictures
- beginning to categorise objects according to properties such as shape or size
- begins to use the language of size
- understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'
- anticipates specific time-based events such as mealtimes or home time

#### 30 to 50 months:

- shows an interest in shape and space by playing with shapes or making arrangements with objects
- shows awareness of similarities of shapes in the environment
- uses positional language
- shows interest in shape by sustained construction activity or by talking about shapes or arrangements
- shows interest in shapes in the environment
- uses shapes appropriately for tasks
- is beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'

#### 40 to 60+ months:

- is beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes
- selects a particular named shape
- can describe their relative position such as 'behind' or 'next to'

Examples of **Montessori Practice** or materials and resources which will help the child in achieving the Early Learning Goal

### THE CHILD

is introduced to a variety of shapes in their daily life and learns their names, e.g. an ice cream cone, a ball or a fluffy cube they had as a baby

may be familiar with everyday shapes using a treasure basket or heuristic bags; other shapes are introduced when exploring puzzles and posting games.

has opportunities to explore and learn about shapes systematically using the sensorial materials, starting with:

- the pink tower, broad stair, knobbed and coloured cylinders and the long rods
- solid shapes such as cube, prism, cylinder, pyramid, sphere
- flat shapes such as circle, triangle and a square in the presentation tray
- further flat shapes in the geometric cabinet
- combining both solid and flat shapes and growing in awareness of their relationships and properties



## Shape, space and measures

**Development Matters** guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning

### THE CHILD

- orders two or three items by length or height
- orders two items by weight or capacity
- uses familiar objects and common shapes to create and recreate patterns and build models
- uses everyday language related to time
- beginning to use everyday language related to money
- orders and sequences familiar events
- measures short periods of time in simple ways



Examples of **Montessori Practice** or materials and resources which will help the child in achieving the Early Learning Goal

### THE CHILD

has opportunities to further explore shapes and their similarities as well as making patterns with a variety of activities such as

- constructive triangles
- fraction figures
- stereognostic boxes
- binomial and trinomial cube

has access to unit and other blocks and use these to express their own ideas about shape, form and pattern; the blocks build on the children's learning from the sensorial materials listed above

is encouraged to use this knowledge in the expressive arts area to enhance their understanding of shape and space

is introduced to measuring lengths with the red rods and other implements

is introduced to measurement of time by daily use of calendars and by references to the classroom clock.

is introduced to money in the role play areas of the classroom

**Early Learning Goal as described in the EYFS;** by the end of the Reception year the child should be able to:

- use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems
- recognise, create and describe patterns
- explore characteristics of everyday objects and shapes and use mathematical language to describe them



**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

People and communities	
Development Matters guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning	Examples of Montessori Practice or materials and resources which will help the child in achieving the Early Learning Goal
<p><b>THE CHILD</b></p> <p><b>16 to 26 months:</b></p> <ul style="list-style-type: none"> <li>is curious about people and shows an interest in stories about themselves and their family</li> <li>enjoys pictures and stories about themselves, their families and other people</li> </ul> <p><b>22 to 36 months:</b></p> <ul style="list-style-type: none"> <li>has a sense of own immediate family and relations</li> <li>in pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea</li> <li>is beginning to have their own friends</li> <li>learns that they have similarities and differences that connect them to, and distinguish them from, others</li> </ul> <p><b>30 to 50 months:</b></p> <ul style="list-style-type: none"> <li>shows interest in the lives of people who are familiar to them</li> <li>remembers and talks about significant events in their own experience</li> <li>recognises and describes special times or events for family and friends</li> <li>shows interest in different occupations and ways of life</li> <li>knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul> <p><b>40 to 60+ months:</b></p> <ul style="list-style-type: none"> <li>enjoys joining in with family customs and routines</li> </ul>	<p><b>THE CHILD</b></p> <p>is introduced to people of the world when learning about the planet and its continents by exploring</p> <ul style="list-style-type: none"> <li>pictures of families from the different continents</li> <li>artefact boxes including objects which represent lifestyles on the diverse continents</li> <li>celebrations and festivals of people from various faiths and communities</li> <li>food, music and dancing as well as clothes from the continents</li> </ul> <p>is encouraged to respect diversity of cultures whilst recognising similarities and acknowledging shared needs by being encouraged to think of themselves as 'Citizens of the World'; this exploration usually begins by looking at themselves and their family</p> <p>has access and explores pictorial time-line such as</p> <ul style="list-style-type: none"> <li>of his/her own day</li> <li>of the week at nursery</li> <li>of his/her own life from birth to present</li> </ul> <p>The older children can also explore stories of the animal and plant kingdom by using the pre-historic time-line.</p>

**Early Learning Goal as described in the EYFS;** by the end of the Reception year the child should be able to:

- talk about past and present events in their own lives and in the lives of family members
- know that other children do not always enjoy the same things, and be sensitive to this
- know about similarities and differences between themselves and others, and among families, communities and traditions

The world	
<p><b>Development Matters</b> guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning.</p>	<p>Examples of <b>Montessori Practice</b> or materials and resources which will help the child in achieving the Early Learning Goal.</p>
<p><b>THE CHILD</b></p> <p><b>16 to 26 months</b></p> <ul style="list-style-type: none"> <li>explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking</li> <li>remembers where objects belong</li> <li>matches parts of objects that fit together, e.g. puts lid on teapot</li> </ul> <p><b>22 to 36 months</b></p> <ul style="list-style-type: none"> <li>enjoys playing with small-world models such as a farm, a garage, or a train track</li> <li>notices detailed features of objects in their environment</li> </ul> <p><b>30 to 50 months</b></p> <ul style="list-style-type: none"> <li>comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>can talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>talks about why things happen and how things work</li> <li>is developing an understanding of growth, decay and changes over time</li> <li>shows care and concern for living things and the environment</li> </ul> <p><b>40 to 60 + months</b></p> <ul style="list-style-type: none"> <li>looks closely at similarities, differences, patterns and change</li> </ul>	<p><b>THE CHILD</b></p> <p>learns about the physical features of the world by exploring:</p> <ul style="list-style-type: none"> <li>the solar system</li> <li>the structure of the Earth</li> <li>volcanoes</li> <li>the Earth and its physical features: land, water, air, mountains, rivers, deserts, rainforests, islands, lakes etc.</li> </ul> <p>becomes familiar with the natural features of their immediate environment by exploring the nursery garden, local park and their neighbourhood, where they learn to identify seasons, familiar trees and animals</p> <p>has opportunities to observe natural features of their environment by observing, investigating and looking after fruits, flowers and vegetables they have planted in their garden, as well as the pets in their setting and those which come to visit</p> <p>brings the experiences from the outdoor classroom inside and explores them further with the use of specific materials such as:</p> <ul style="list-style-type: none"> <li>life cycle models</li> <li>pairing objects with pictures of plants, fruits and vegetables, and animals</li> <li>classification cards such as herbivores/carnivores, vertebrates/invertebrates, and land/sea animals</li> <li>food chain models</li> <li>animals of the world/continent/country</li> </ul> <p>is encouraged to take responsibility for their immediate environment and participate in recycling projects</p>

**Early Learning Goal as described in the EYFS;** by the end of the Reception year the child should be able to:

- know about similarities and differences in relations to places, objects, materials and living things
- talk about features of their own immediate environment and how environments might vary from one another
- make observations of animals and plants and explain why some things occur, and talk about changes

Technology	
<p><b>Development Matters</b> guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning</p>	<p>Examples of <b>Montessori Practice</b> or materials and resources which will help the child in achieving the Early Learning Goal</p>
<p><b>THE CHILD</b></p> <p><b>16 to 26 Months:</b></p> <ul style="list-style-type: none"> <li>anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times</li> <li>shows an interest in toys with buttons, flaps and simple mechanisms and is beginning to learn to operate them</li> </ul> <p><b>22 to 36 months:</b></p> <ul style="list-style-type: none"> <li>seeks to acquire basic skills in turning on and operating some ICT equipment</li> <li>operates mechanical toys, e.g. turns the knobs on a wind-up toy or pulls back on a friction car</li> </ul> <p><b>30 to 50 months:</b></p> <ul style="list-style-type: none"> <li>knows how to operate simple equipment, e.g. turns on CD player and uses remote control</li> <li>shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones</li> <li>shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</li> <li>knows that information can be retrieved from computers</li> </ul> <p><b>40 to 60+ months:</b></p> <ul style="list-style-type: none"> <li>completes a simple program on a computer</li> <li>uses ICT hardware to interact with age-appropriate computer software</li> </ul>	<p><b>THE CHILD</b></p> <p>is introduced to and encouraged to use appropriate technology such as CD players, cameras, microscopes etc.</p> <p>is shown how to safely use a range of relevant utensils when cooking, gardening, doing carpentry, sewing etc.</p> <p>Note that ICT equipment is introduced once children have a good grasp of their environment and have had extensive opportunities to explore, investigate and learn about their environment from real experiences</p> 

**Early Learning Goal as described in the EYFS:** by the end of the Reception year children should be able to:

- recognise that a range of technology is used in places such as homes and schools
- select and use technology for particular purposes



**Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

### Exploring and using media and materials

**Development Matters** guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning

#### THE CHILD

##### 16 to 26 months:

- explores and experiments with a range of media through sensory exploration, and using whole body
- move whole body to sounds they enjoy such as music or a regular beat
- imitates and improvises actions they have observed, e.g. clapping or waving
- begins to move to music, listen to or join in rhymes and songs
- notices and is interested in the effects of making movements which leave marks

##### 22 to 36 months:

- joins in singing favourite songs
- creates sounds by banging, shaking, tapping or blowing
- shows an interest in the way musical instruments sound
- experiments with blocks, colours and marks

##### 30 to 50 months:

- enjoys joining in with dancing and ring games
- sings a few familiar songs
- begins to move rhythmically
- imitates movement in response to music
- taps out simple repeated rhythms
- explores and learns how sounds can be changed
- explores colours and how colours can be changed
- understands that they can use lines to enclose a space and then begin to use these shapes to represent objects
- is beginning to be interested in and describe the texture of things
- uses various construction materials
- is beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces
- joins construction pieces together to build and balance
- realises tools can be used for a purpose

Examples of **Montessori Practice** or materials and resources which will help the child in achieving the Early Learning Goal

#### THE CHILD

should be encouraged to express ideas spontaneously using a variety of media and through words, music, movement and dance as well as stories

children in all Montessori settings should have free access to high quality resources which will develop the skills essential for spontaneous creative activities. In practice this means learning how to

- use scissors, glue and tape
- use different types of paint with large and small brushes
- print
- make a collage using a variety of materials such as paper, textiles, natural materials
- use stencils
- create with playdough
- make models with clay



## Exploring and using media and materials

**Development Matters** guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning

### THE CHILD

#### 40 to 60+ months:

- begins to build a repertoire of songs and dances
- explores the different sounds of instruments
- explores what happens when they mix colours
- experiments to create different textures
- understands that different media can be combined to create new effects
- manipulates materials to achieve a planned effect
- constructs with a purpose in mind, using a variety of resources
- uses simple tools and techniques competently and appropriately
- selects appropriate resources and adapts work where necessary
- selects tools and techniques needed to shape, assemble and join materials they are using

Examples of **Montessori Practice** or materials and resources which will help the child in achieving the Early Learning Goal.

### THE CHILD

- use other modelling materials
- make three dimensional constructions from a variety of materials – paper, cardboard, wood and plastic
- has access to daily singing and use of instruments



**Early Learning Goal as described in the EYFS;** by the end of the Reception year the child should be able to:

- sing songs, make music and dance, and experiment with ways of changing them
- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function



## Being imaginative

**Development Matters** guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning

### THE CHILD

#### 16 to 26 months:

- expresses self through physical action and sound
- pretends that one object represents another, especially when objects have characteristics in common

#### 22 to 36 months:

- is beginning to use representation to communicate e.g. drawing a line and saying 'That's me.'
- is beginning to make-believe by pretending

#### 30 to 50 months:

- is developing preferences for forms of expression
- uses movement to express feelings
- creates movement in response to music
- sings to self and makes up simple songs
- makes up rhymes
- notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there
- engages in imaginative role-play based on own first-hand experiences
- builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'
- uses available resources to create props to support role-play
- captures experiences and responses with a range of media, such as music, dance and paint and other materials or words

#### 40 to 60+ months:

- create simple representations of events, people and objects
- imitates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences

Examples of **Montessori Practice** or materials and resources which will help the child in achieving the Early Learning Goal

### THE CHILD

should be encouraged to express their ideas spontaneously using a variety of media and through words, music, movement and dance as well as stories

should have opportunities to express their ideas through spontaneous role play and should be encouraged to explore possibilities regarding resources for role play and its focus – the adults' role needs to be supportive, sensitive and encouraging





Being imaginative	
<p><b>Development Matters</b> guidelines on the expected developmental progression which will guide the child in working towards the early learning goal in this area of development and learning</p>	<p>Examples of <b>Montessori Practice</b> or materials and resources which will help the child in achieving the Early Learning Goal</p>
<p><b>THE CHILD</b></p> <ul style="list-style-type: none"> <li>• chooses particular colours to use for a purpose</li> <li>• introduces a storyline or narrative into their play</li> <li>• plays alongside other children who are engaged in the same theme</li> <li>• play co-operatively as part of a group to develop and act out a narrative</li> </ul>	<p><b>THE CHILD</b></p> <p>The adult role in the creative process should be supportive and nurturing by exploring possible use of resources or discussing how best to achieve the child's desired outcomes. Adults' leading the creative process tends to limit opportunities for spontaneous expression</p>

**Early Learning Goal as described in the EYFS;** by the end of the Reception year the child should be able to:

- use what they have learnt about media and materials in original ways, thinking about uses and purposes
- represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories



# 3: Assessment

In all Montessori settings assessment of children is based on observations and recording of children's progress supported by samples of their work and photographs documenting their engagement with activities within the setting both inside and outside. These documents describe the child's unique learning and should be kept in a portfolio providing on-going evidence and the basis for the assessment of individual children's learning and progress within the setting. **Evaluated** observations help practitioners understand children's achievements, interests and learning styles, and will be reflected in planning for individual children attending the setting. Where possible, practitioners' assessments and reflections on children's learning should be contributed to by parents/carers, and where appropriate, by other professionals and the children themselves.

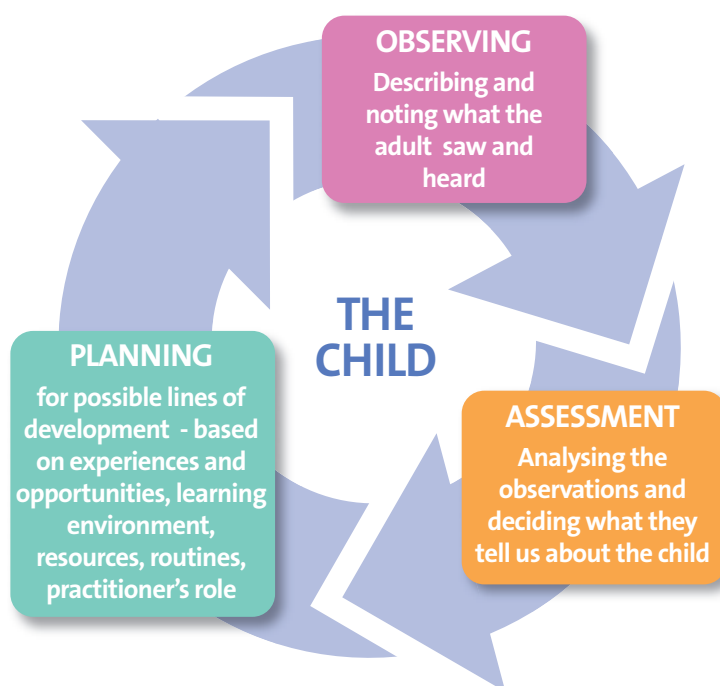
Planning in Montessori settings will reflect observations of children and relate to lesson plans of Montessori activities which are usually included in *Montessori curriculum portfolios which represent the schemes of work for the nursery*. In addition any other activities included in the setting should be supported by lesson plans and be evaluated regularly to ensure their relevance to children's individual learning.

Individual children's progress should be documented in the *Child's Learning Journey* portfolio which is a collection of observations, anecdotes and reflections as well as samples of work and photographs which should follow the child from the time when he/she entered nursery and continue until they leave the setting.

In Montessori settings, children's spontaneous learning will be facilitated by a wide range of cycles of activity. Each cycle is determined by the child's selection of an activity from a shelf, engagement with it and returning it back to the shelf. The morning or afternoon sessions are usually described as a 'work cycle' – lasting between two and a half to three and a half hours. During this time the child will engage in many activities such as use of Montessori learning materials, painting or craft work, singing, dance or yoga, having snack, learning inside and outside, individually, with friends and in small groups. Many lessons will be led by an adult; these are usually one-to-one opportunities or some small group work activities. Because the majority of Montessori settings in the

UK provide care and education for two to four years olds it is not recommended that children of this age are engaged in large group activities or circle time activities. There is strong evidence that this type of learning is not appropriate to this age group. It is also important to consider the Montessori principle which encourages children to make independent choices; therefore, children should always have the opportunity to choose if they engage with an activity or not and adults should facilitate this choice with sensitivity and consistency based on the principle of "following the child".

Development Matters (2012) describes the following assessment cycle which should be familiar to all Montessorians:



When planning we would encourage Montessorians to consider a wide range of activities as possible lines of development (Carr, 2001) rather than identifying the next steps, because the Montessori activities offer such a rich range of outcomes and should reflect the learning dispositions of young children (Carr, 2001) and their ever changing interests.

Montessorians also need to consider children's opportunities for play and work during the 'work-cycle' and need to be reminded that Montessori (1949) herself defined the child's



work as the 'construction of man'. This highlights her recognition of the early years as a firm and unique foundation for the child's future and as such a preparation for life, not just the next stage of their education experience which is defined by the EYFS as 'school readiness'. Young children who have experienced opportunities to make choices in an atmosphere of freedom with responsibility and who are encouraged to be independent in their actions and decision making, who are guided by respectful, knowledgeable and consistent adults, develop a strong sense of self, natural confidence and curiosity as well as a sense of well being and belonging. These qualities will serve them well not only when they enter primary school, but also in any new social and learning situations they are likely to experience in life.

The two statutory assessments required by the EYFS relate to children's skills and abilities on entry to nursery at the age of two (this is a baseline assessment of what the child can do at that point) and the EYFS profile which is completed during the summer term of the academic year in which the child turns five years old. The profile assessments are based on the early learning goals which outline possible achievement by a child at the end of the Foundation Stage and at the beginning of the compulsory school age. As both of these assessments are summative, a statement of the child's skills, knowledge and understanding and a range of abilities, relating to a particular time in the child's life, it is essential that practitioners collect and evaluate a wide range of the child's achievements as evidence of learning, progression and development to support the two statutory assessments.

This is where the child's *Learning Journey portfolio*, consisting of formative assessments, will be so very helpful. There are no requirements or prescribed practice as to how these formative assessments are made and recorded, providing they are based on observations with evaluative and reflective comments.

#### **Progress check at age two:**

This check should be a short summary of the child's development in the Prime Areas of: Communication and Language, Physical Development and Personal Social and Emotional Development and should highlight the child's strengths and any areas where progress is not as expected (in which case the parents, the key person and the setting's SENCO should develop a targeted plan and should seek appropriate support for the child and the family working with a range of agencies in the local community).

The check must be carried out during the third year of the child's life (between two and three years) and the timing will be dependent on the regularity, frequency and length of attendance in the setting. It will be at the setting's discretion to decide when this check will be undertaken, but it is anticipated it will take place within the first three months of the child's attendance. It is expected that this progress check will contribute to the Healthy Child Programme review to be undertaken by health visitors.

Practitioners are invited to add any other relevant information to this report which highlight the child's strength and which might identify areas for development. The progress check is completed in partnership with parents and should be used to enhance home learning opportunities, where appropriate. It is expected that this check will be the responsibility of the setting where a child spends most of their time.

#### **Assessment at the end of the EYFS - Early Years Foundation Stage Profile (EYFSP)**

In line with the previous requirements, this profile relates to the child's achievement in respect of the Early Learning Goals and is completed no later than 30 June of the final term of the year when the child reaches age five. The profile follows the statutory format and summarises progress made by children at the end of the Foundation Stage. It will be shared with the Local Authority and must be accessible to parents and the child's school.

#### **Bibliography to assessment section:**

- Carr, M. (2001) *Assessment in Early Childhood Settings Learning Stories* London: Sage Publications
- Montessori, M. (2007) {1949} *The Absorbent Mind* Amsterdam: Montessori Pierson Publishing Company



# 4: The Safeguarding and Welfare Requirements

The checklist which follows summarises the requirements (including policies and procedures, many of which are already in place but may need an update or review) to ensure the legal operation of your setting. The original focus of the EYFS in relating to the five outcomes of Every Child Matters is no longer required and settings may wish to use the following information as a means of organising their documentation for Ofsted. Schools with children aged over five are not required to have separate policies relating to the EYFS requirements where whole-school policies already exist.

Use this checklist to ensure you have the documents in place.

## **Safeguarding/Child Protection** Refer to sections 3.4, 3.5, 3.7 and 3.8 of the Statutory Framework

Safeguarding policy and procedures must be in line with Local Safeguarding Children Board (LCSB)

*The policy must refer to procedures regarding the use of cameras and mobile phones.*

☐

Trained designated practitioner

☐

Staff training in safeguarding

☐

## **Suitable people/Disqualifications of registered providers/Staff taking medication and other substances** Refer to sections 3.9 - 3.17 of the Statutory Framework

CRB check and personal disclosure

*All documents relating to staff and identity checks must be recorded and available. Schools keep these in a 'single central register'*

☐

Qualifications and suitability check

☐

Disqualifications (section 3.14)

*Information about action to be taken in the event of staff being disqualified would be best included in staff handbook*

☐

Staff taking medication/other substances (section 3.17)

*Information about staff taking medication and use of other substances would be best included in staff handbook*

☐

*Information for staff about safe storage of medicines should also be considered and included in the staff handbook and repeated in the Health Policy relating to administration of medicines to children in the setting.*

## **Staff qualifications, training, support and skills** Refer to sections 3.18 - 3.25 of the Statutory Framework

Induction

☐

Supervision and training

☐

Full and relevant qualifications

*Level 3 for managers and at least half of the staff must hold full and relevant level 2 qualifications*

☐

Paediatric first aid certificate

*At least one member of staff with First Aid certificate should be on the premises at all times*

☐

Sufficient understanding and use of English

☐

#### 4: THE SAFEGUARDING AND WELFARE REQUIREMENTS

##### **Key Person** Refer to sections 3.26 of the Statutory Framework

Each child must be allocated a Key Person whose role it is to act as a link between the setting, the child and his/her family

☐

##### **Staff: child ratios** Refer to sections 3.27 - 3.38 of the Statutory Framework

please note further information for childminders sections 3.39 - 3.41

Children's safety is paramount

☐

*Staffing arrangements and deployment of staff must meet the needs of all children and ensure their safety*

Persons aged 17 and over may be included in ratios; students on long term placements may also be included, provided owner/manager is satisfied of their competence

☐

*Montessori Centre International advises all settings, and believes it to be best practice, not to include students on teaching practice in the adult:child ratio, unless they are already paid members of staff before starting the teaching practice component of their studies.*

Ratios relate to qualifications and ages of children - under two / two year olds / three and over

☐

##### **Health/ Food and drink/Accident or injury** Refer to sections 3.42 - 3.49 of the Statutory Framework

Procedures for attendance by children who are not well

☐

Administration of medicine based on information from a general practitioner (GP) and where appropriate from parents/carers

☐

*see reference under staff medication - section 3.17*

Food and drink policy – focus on healthy and nutritious eating

☐

*All meals provided must be healthy, balanced and nutritious, drinking water must be available at all times*

Accident and injury policy

☐

*First aid box must be available at all times.*

*Accident/first aid and incident records must be kept*

Notification to Ofsted of any serious accident, illness or injury, in cases of food poisoning affecting two or more children

☐

##### **Managing behaviour** Refer to sections 3.50 - 3.52 of the Statutory Framework

Behaviour management policy with a named practitioner responsible for the management of behaviour

☐

Corporal punishment is forbidden as is threatening such punishment

☐

##### **Safety and suitability of premises, environment and equipment/smoking/premises/ risk assessment/outings** Refer to sections 3.53 - 3.65 of the Statutory Framework

Health and safety policy must be in place underpinned by appropriate risk assessment

☐

No smoking policy

☐

Premises must comply with indoor space requirements, and both indoor and outdoor premises are fit for purpose

☐

Equipment must be safe and appropriate

☐

Adequate space for rest and sleep must be provided

☐

Adequate toilet and changing facilities for children with a separate adult toilet provision

☐

Adequate area for private conversations with parents/ carers

☐

#### 4: THE SAFEGUARDING AND WELFARE REQUIREMENTS

- Children to only be released into care of individuals nominated by parents/carers ☐
- Public liability insurance is required ☐
- Vehicle insurance is needed for all staff transporting children on behalf of the setting ☐
- Risk assessments : policy and procedures are needed, with written assessments being made at the discretion of the provider ( this is a new responsibility) , this also includes outings ☐

#### **Equal opportunities** Refer to section 3.66 of the Statutory Framework

- Setting must have an appropriate policy and procedures in place; this must include a Special Education Needs policy managed by a named SENCO ☐

#### **Information and records/information about the child/ information for parents and carers/complaints**

Refer to sections 3.67 – 3.74 of the Statutory Framework

- Need for regular two-way flow of information with parents and other providers, if child attends more than one setting ☐
- Records must be accessible and available; confidentiality must be observed and staff must be aware and protect privacy and confidentiality (data protection) ☐  
*see earlier reference to staff records – CRB check and personal disclosure - section 3.12*  
*register with Information Commissioner's Office under the Data Protection Act 1*
- Setting must hold statutory information about the child and about the provider ☐
- Provide information for parents and carers including complaints procedures ☐
- Complaints procedure ☐

#### **Information about the provider** Refer to section 3.75 of the Statutory Framework

- Full details of the provider and other people living on the nursery premises ☐
- Full details of all those who have regular unsupervised contact with children attending the setting ☐
- Daily register of children's attendance which includes hours of attendance and names of key persons ☐
- Certificate of registration to be displayed ☐

#### **Changes that must be notified to Ofsted** Refer to sections 3.76 – 3.77 of the Statutory Framework

- Any changes in the address of the premises ☐
- Changes which may affect the space available to children and the quality of their childcare ☐
- Changes in the name or address of the provider or other contact information ☐
- Changes to the person managing the setting ☐
- Any proposal to change the hours during which the childcare is provided ☐
- Where the provision is provided by a company or charity, any change in the name or registered number of the company/ charity/ partnership, corporate body or unincorporated association, any change to the 'nominated person'. ☐
- Where it is reasonably practicable, notifications of changes should be made in advance. In other cases, notification must be made as soon as is reasonably practicable but always within 14 days. ☐



# Who we are...



MONTESSORI

## Montessori St. Nicholas Charity

### A charity

- We support the development of Montessori education across the UK
- We give training, equipment, grants and advice to individuals and schools
- We fund research into the effectiveness of Montessori
- We aim to implement Montessori in the state and private sector

[montessori.org.uk/about\\_the\\_organisation](http://montessori.org.uk/about_the_organisation)



MONTESSORI  
CENTRE INTERNATIONAL

## Montessori Centre International

### A training college

- We are Europe's largest training college
- Our qualifications meet the UK Government guidelines and are listed on the CWDC database
- We offer courses in London and accredited centres across the UK and overseas
- A part-time and distance learning International Diploma course in Montessori pedagogy is also available
- In partnership with London Metropolitan University, we offer a full and part-time Foundation Degree (Montessori Early Childhood Practice) course
- Distance learning students can enroll monthly by submitting a registration form
- Regular open evenings are held. Details of these and our courses can be found online

[montessori.org.uk/mci\\_training](http://montessori.org.uk/mci_training)

To make an appointment for an interview, tel: 020 7493 8300 or email [admissions@montessori.org.uk](mailto:admissions@montessori.org.uk)



MONTESSORI  
SCHOOLS ASSOCIATION

## Montessori Schools Association

### A membership organisation

- We are a professional association that supports Montessori schools and teachers in the UK
- We foster communication and unity within the movement and provide information, advice, training and networking opportunities to our members
- We raise the profile of Montessori education within government and with the public
- Free membership is open to Heads of Montessori schools and individuals (teachers, assistants, students) working in the Montessori environment
- Member benefits include free subscription to Montessori International magazine, subsidised tickets to the annual national conference, access to grants & awards

To join the MSA, email [kristine@montessori.org.uk](mailto:kristine@montessori.org.uk) – telephone or fill in the online form.

[montessori.org.uk/msa](http://montessori.org.uk/msa)



M • E • A • B

## Montessori Evaluation and Accreditation Board

[montessori.org.uk/msa/accreditation](http://montessori.org.uk/msa/accreditation)

### An accreditation board

- We want to ensure that all schools using the Montessori name in the UK offer high-quality Montessori education and care
- We accredit schools who show genuine Montessori practice and are committed to excellence
- We are committed to using MEAB schools for teaching practice
- We offer professional development for MEAB schools
- Read the accreditation reports by visiting the MEAB page online

To contact MEAB, email [philip.davies@montessori.org.uk](mailto:philip.davies@montessori.org.uk)



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# Learning Together

What Montessori can offer your family

available from [www.montessori.org.uk](http://www.montessori.org.uk)



**Audience:** Montessori practitioners, parents, Ofsted inspectors and Local Authority Early Years Consultants/Advisors.

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