

# Montessori Accreditation International Report – Iverna Gardens Montessori

## Section 1 – General Information

**Name of the school / nursery / pre-school / home-based provider** (name it is registered under):

Iverna Gardens Montessori

**Name, contact telephone number and email for person responsible for this accreditation:**

Felicity Marrian 07834366657, felicity@gardensmontessori.com

**Head/ Owner/ Manager name:**

Felicity Marrian

**Street address:**

Armenian Church Hall, Iverna Gardens

**Town:** London

**Postcode:** W8 6TP

**Main telephone number:** 020 75650850

**Main email address:** admin@iverna.com

**Website:** <https://gardensmontessori.com>

**Social profiles:**

None

**Setting type:**

Nursery

**Facility type:**

Shared premises (sole use during opening hours)

**Ownership of the setting:**

Private. Part of a group of two Montessori settings.

**When did the setting open?**

Year first registered: 1988

**Date of last Ofsted / relevant national inspection body:**

March 2015

**Grade at last Ofsted / relevant national inspection body:**

Outstanding

**Has the Head/Manager been accepted by Ofsted/other national registration body as a suitable person? Yes**

**Date:** 2002

**When was the setting last accredited by MEAB (please give the date on your certificate)?**

December 2015 – November 2019

**Dates of previous MEAB accreditations:**

July 2009, June 2012, November 2015

**Has the setting been accredited under its Local Authority's or other Quality Assurance Scheme? No**

This accreditation report relates to the provision for children aged: 2 to 5 years

Age	How many places is the setting registered for?	How many children attend the provision?
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2 – 3	41	16
3 - 5	41	40

**How many weeks per year does the setting open?** 33

**How many sessions does it run, and how many children attend?**

	Hours open	# attending just morning	# attending just afternoon	# attending full day
Monday	9.00am-12.00pm 1.15pm-3.45pm	36	15	6
Tuesday	9.00am-12.00pm 1.15pm-3.45pm	33	15	9
Wednesday	9.00am-12.00pm 1.15pm-3.45pm	35	15	7
Thursday	9.00am-12.00pm 1.15pm-3.45pm	35	15	7
Friday	9.00am-12.00pm 1.15pm-3.45pm	35	15	7

**Additional services provided:** cooked lunch; parenting classes; provision for children with SEND; provision for children with EAL

**Brief description of the premises' facilities:**

**Indoor facilities** – e.g. cloakrooms / hallway / parent meeting room / number of floors:

Church hall (main classroom) with a small lobby. Coat racks. Kitchen. Toilet on the ground floor.

Downstairs there is a small area where children who stay all day do activities in the afternoon. French classes also take place there. There is also a storage room, small office and more toilets.

**How many classrooms & division of age groups (specify ages in each classroom):**

Morning session 2 - 4 years with not very many 2 year olds

Afternoon session 2 - 3 year olds

One main classroom.

Indoor curriculum areas not included on Materials List (Appendix 1), such as art and craft / reading area:

Book corner, creative area with painting easel, gluing island and junk modelling. Role play/block area on a 2-week rotation

Area for children to sleep (specify for each age range):

None, although sleeping mats are provided when needed

Area set aside for meals (specify for each age range):

The back of the hall is altered to be the lunch area. All children eat together.

**Outdoor provision** – areas / equipment and if securely fenced:

One area fenced with freestanding wooden fences. There are the usual outdoor activities such as bikes and scooters, sandpit, mud kitchen, planks and blocks, den, tree to climb, playhouse. There are also various other activities, such as drawing and cutting, train track, cars, puzzles, books, counting activities etc. These are rotated.

**Wider outdoor provision** – such as Forest School site at setting's location or nearby:

Forest school at sister school. The morning children go every three weeks and the afternoon children go every week if they are signed up to it. Visits are also made to Holland Park ecology centre twice a year.

**If the premises are not sole-use, please describe arrangements for others to access the facilities and how often the setting's resources are packed away:**

The hall is packed away every Friday as the church uses the hall.

## **Section 2 – Staff qualifications and leadership**

Iverna Gardens has a clear leadership structure. The head of the nursery is also the owner. She works full-time, sharing her time between both her settings. The vice principal/director is full-time and has teaching as well as office duties. The deputy manager is responsible for the smooth running of the daily routine, she supervises planning, supports staff and also has teaching responsibilities – the owner and director cover for her absence.

The additional teaching staff comprise of five Montessori qualified practitioners, two of whom also hold a BA in Early Childhood Education and one holds a BA in primary education. Lunchtime is supervised by an additional employee, alongside one of the teaching team.

## **Section 3 – Recommendations made at previous MEAB Accreditation**

The recommendation from the previous MEAB accreditation encourages the staff at Iverna Gardens Montessori to “*continue to reflect on its practice in order to ensure that high standards are maintained.*” The nursery has met this recommendation. It has continued to assess and reflect on its provision and provides a high standard of education following the Montessori approach.

Staff have regularly revisited and updated the activities and resources on offer to the children; they have continued to monitor the outdoor provision and have redeveloped aspects of it. For example, there now is a beautifully constructed child-sized wooden house with a mezzanine level reached by secure stairs. Moreover, following the refurbishment of the premises’ kitchen, the nursery now offers the children free-flow access to the outdoor area.

All teachers involved in the recording and evaluation of children’s development use consistent criteria. In reevaluating its recording system, to the original paper-based system the nursery has now added the Early Learning Goals Tracker, which allows for digital assessment of progress.

Children who stay for lunch now enjoy a cooked meal and the quality of food supplies continues to be carefully monitored.

The nursery also initiates positive communication with local primary schools, in order to ease the children’s transition to their next school.

All these aspects of review and development are highlighted in the nursery’s detailed development plan, which contains clear objectives and a completion timeframe.

## Section 4 – MAI Principles and Criteria

**Key Principles and MAI Accreditation Criteria that the setting must meet (or in some cases be working towards) for MAI Accreditation to be awarded. Criteria that settings MUST meet to be put forward for accreditation are marked on the Criteria list with \***

### The Children

[Key Principle 1](#) (x x – Assessor’s in black / Setting’s in red)

The children are nurtured by well-informed and responsive practitioners who support their active play and exploration, and help them develop their creative thinking, autonomy and confidence.

Criteria	Not met	Met	Exceeded	Comments
1.1* 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 that actively support children's play and exploration, and lead them to creative thinking.		x	x	
1.2* Montessori provision considers the needs of the whole child and promotes physical, cognitive, social, emotional, psychological and spiritual development.	x	x		This criterion is met
1.3 In preparing children for life, Montessori education gives them the tools to develop resilience, self-esteem, independence and self-discipline.		x	x	
1.4 Every child is a unique person who is continually learning at their own pace and in their own way.		x	x	
1.5 Children learn through positive social interactions that are warm, loving and foster a sense of belonging. Montessori practitioners nurture each individual child in a harmonious and peaceful environment and are responsive to children's needs, ideas and feelings.		x	x	

### Key Principle 2

The children are offered the freedom to learn at their own pace and according to their individual interests, uninterrupted, for a minimum of 2½ to 3 hours each day (referred to as the work cycle).

Criteria	Not met	Met	Exceeded	Comments
2.1 Montessori practitioners trust each individual child in his/her efforts to 'construct an individual'.		x	x	
2.2* The setting offers a continuous provision of activities and resources with which children engage freely and repetitiously. The morning or afternoon sessions are often described as a 'work cycle'. During this time the child engages in many activities such as use of Montessori learning materials, painting or craft work, singing, dancing, having snack, learning indoors and outside, individually, with friends and in small groups. Some activities are led by an adult; these include one-to-one presentations of materials or small group activities. Large group activities are infrequent for early years children, as there is strong evidence that this type of teaching is not appropriate for this age group.		x	x	
2.3 Settings schedule additional activities outside of the work cycle hours, such as those offered to large groups by peripatetic teachers and, in keeping with the Montessori principle of freedom of choice, the child has the right to choose not to join these groups.	x x			The setting should consider children's participation in large group activities, such

				as circle time, as optional.
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Criteria	Not met	Met	Exceeded	Comments
2.4 Children are always given the choice to engage with an activity or not – the adults facilitate this choice with sensitivity and consistency based on the principle of “following the child”.		x	x	
2.5 Children’s spontaneous learning follows ‘cycles of activity’. Each cycle is determined by the child’s selection of an activity/resource, engagement with it and completing and returning of the resource to its original place.		x	x	
2.6 Consistency is achieved in establishing clear boundaries of behaviour. Practitioners create a favourable environment which offers each child freedom of movement, choice, social interaction and engagement. This type of freedom sets as its limits the wellbeing and respect for oneself, for other people and for the environment.		x	x	

## The Montessori Learning Environment

*The Environment and Materials Inventory for the age range of the children attending has been assessed.*

### Key Principle 3

The Montessori learning environment (indoors and outside) enables children to follow their natural path of development and offers stimulating and challenging activities, both indoors and outside, throughout the work cycle.

Criteria	Not met	Met	Exceeded	Comments
<b>3.1*</b> The Montessori favourable environment is carefully planned, prepared and maintained to offer accessibility, consistency and continuity of learning.		x	x	This criterion is met, but the materials provision in some areas needs reviewing.
3.2 The environment offers a mixed age range in each of its classrooms. This age range is aligned to Montessori’s developmental planes (such as birth to three years or three to six years). Where this is not possible, the children have plenty of daily opportunity to learn from each other and enjoy a wide age range and spectrum of activities.	x	x		

Criteria	Not met	Met	Exceeded	Comments
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<p><b>3.3*</b> Stimulating and challenging activities are provided to entice and engage the child. Intrinsic motivation is highly valued as a critical element of the child's holistic development, as is the development of concentration.</p>			<p><b>x</b></p>	<p>More opportunities for gross motor movement will enhance provision to an even higher standard.</p>
<p>3.4 Support is available for children to take risks and explore freely. Montessori pedagogical principles rest on the belief that children need to learn to do things by and for themselves. Through initial role modelling by adults, children acquire skills that support their independence, enable challenging activity and facilitate risk-taking and exploration. For example, children can learn to help prepare snack by cutting fruit with a knife or to build a block tower which is taller than they are. Whilst exploration, challenge and risk are encouraged, the children are always appropriately supported by the adults. –</p>		<p><b>x x</b></p>		<p>Continue to reflect on broadening opportunities for functional and cognitive independence.</p>

<b>Criteria</b>	<b>Not met</b>	<b>Met</b>	<b>Exceeded</b>	<b>Comments</b>
<p><b>3.5*</b> The child's need for independence is respected, leading to their autonomy and initiative. The adults, and how they prepare the environment, support individual efforts and independence. This knowledgeable practice is conveyed effectively to children's families so that they too can fully support their children's self-help.</p>		<p><b>x</b></p>	<p><b>x</b></p>	

<b>Criteria</b>	<b>Not met</b>	<b>Met</b>	<b>Exceeded</b>	<b>Comments</b>
<p>3.6 Children thrive when there is a strong partnership in their learning environment between the practitioners and their family.</p>		<p><b>x</b></p>	<p><b>x</b></p>	
<p>3.7 Montessori activities and equipment provide children with a firm foundation for their development by enabling learning in small, manageable, yet interesting steps that nurture their independent assessment of their achievement.</p>		<p><b>x x</b></p>		
<p>3.8 The materials are arranged by areas of learning and are set out in sequential order. They are well maintained, attractive and clean.</p>		<p><b>x x</b></p>		<p>The arrangement of some areas of learning should be reconsidered, for example, the order and sequence of the literacy materials.</p>
<p>3.9 The materials and furniture are of appropriate size for the children attending.</p>		<p><b>x</b></p>	<p><b>x</b></p>	

3.10 There is space in each classroom and outside for individual and group activity, for children to work at tables or on the floor. There are areas for quiet and sedentary play as well as active, energetic play.		x	x	
3.11 The Montessori activities and learning materials are complemented and extended with a range of activities and resources that fully meets the needs of the children. Rich learning opportunities are provided through play and playful teaching.		x	x	
<b>3.12*</b> The enabling environment offers resources relevant to all the children's cultures and communities, and supports development of a positive sense of identity and culture. Children are encouraged to see themselves as 'citizens of the world'.		x x		

#### Key Principle 4

The Montessori learning environment is prepared with reference to each child's needs and interests, which is reflected in effective planning and assessment.

Criteria	Not met	Met	Exceeded	Comments
4.1 The favourable environment is set up to provide for the individual needs and interests of the children, giving each child the opportunity to develop his/her unique potential.		x	x	
<b>4.2*</b> The practitioners observe children, looking to nurture their unique characteristics and learning dispositions/styles. They understand child development theory and how this aligns with Montessori practice. This understanding supports practitioners in their effective evaluation of observations.	x	x		
4.3 Evaluated observations are linked to the Montessori curriculum and to the relevant national curriculum for the age group and location of the setting.		x x		
<b>4.4*</b> The practitioners use their evaluated observations to inform their effective assessment of children's needs, interests and progress. This assessment is translated into relevant planning for each child's future holistic learning and development.		x x		
4.5 All activities offered are skilfully planned and are evaluated regularly to ensure their relevance to children's individual learning.		x x		
4.6 The recording of children's needs, interests and progress is supported by evidence that documents their engagement with activities and others within the setting, both indoors and outside. This information describes the child's unique learning journey and is kept securely.		x x		
4.7 Where possible, practitioners' assessments and reflections on children's learning are contributed to by parents/carers and, where appropriate, by other professionals and by the children themselves.	x	x		
<b>4.8*</b> Practitioners identify children's additional needs, they have the skills to meet these needs and/or find the guidance and support necessary to provide for them.		x x		
<b>4.9*</b> The lead practitioners demonstrate knowledge and skill in assessing the overall effectiveness of the provision for learning and development.		x x		

## The Adults

### Key Principle 5

The adults are led by Montessori qualified practitioners in each class of the setting, and all staff engage in on-going professional development.

Criteria	Not met	Met	Exceeded	Comments
<b>5.1*</b> The setting is led by skilled professionals who have a profound understanding of, and commitment to, implementing the Montessori philosophy. They inspire their team to offer excellent Montessori provision and they inspire others beyond the setting likewise.		x	x	

Criteria	Not met	Met	Exceeded	Comments
5.2 Staff procedures, performance management and documentation promote Montessori best practice.		x	x	
5.3 The setting's policies, procedures and practice are documented and linked clearly with Montessori principles. These enable the adults to manage effectively the safety, well-being and development of the children.		x	x	

Criteria	Not met	Met	Exceeded	Comments
5.4 Whilst home languages are valued, the children are encouraged to develop a good level of English (or other primary language of the setting).		x	x	
<b>5.5*</b> Staff members are excellent communicators. They nurture and enrich the language and communication skills of the child.		x	x	
<b>5.6*</b> All staff members skilfully promote positive behaviour and are excellent role models for the child in respecting self, others and the environment.		x	x	

Criteria	Not met	Met	Exceeded	Comments
<b>5.7*</b> The team is appropriately qualified for the age range(s) of the children.		x	x	
<b>5.8*</b> At least one practitioner in each class has a Montessori qualification relevant for its age range and at least two years of professional experience. Other staff members are encouraged by the leaders of the setting to gain Montessori training and qualifications.		x	x	
<b>5.9*</b> The training and development needs of all staff members are considered regularly to ensure quality development at the setting. These needs are recorded clearly and are met proficiently.		x x		This criterion is met but consideration should to be given to

				offering staff Montessori continuing professional development opportunities
5.10 All staff members are supported to reflect on their own practice and that of their colleagues. Self-appraisal and personal/professional development are enabled and monitored by the leadership.		<b>x x</b>		Peer observations and regular verbal feedback could be used more, as a positive strategy to help ensure consistency of Montessori practice
5.11 A clear and relevant development plan is drawn up by the setting, shared with stakeholders, implemented and reviewed regularly.		<b>x</b>	<b>x</b>	This is an excellent record

### Key Principle 6

The adults promote positive relationships both within and beyond the setting, including strong links with each child's family.

Criteria	Not met	Met	Exceeded	Comments
<b>6.1*</b> All adults at the setting value and respect children and families equally.		<b>x</b>	<b>x</b>	
<b>6.2*</b> All the adults guide the children with respect, knowledge, skill and consistency.		<b>x</b>	<b>x</b>	
6.3 The key person is a significant individual for the child and their family, closely monitoring their needs and nurturing the child's learning and development.		<b>x</b>	<b>x</b>	
6.4 The key person ensures that the child can build positive relationships with other children and adults in the setting.		<b>x</b>	<b>x</b>	
<b>6.5*</b> The key person is a valuable point of contact and liaises effectively with others, both in and beyond the setting, for the benefit of the child and their family. The child's main carers are respected in their role as primary educators of their child.		<b>x</b>	<b>x</b>	
6.6 The setting engages effectively with stakeholders for the benefit of the children. For example, it seeks to draw on the knowledge and opinion of families attending so that it can enrich its provision.		<b>x</b>	<b>x</b>	
<b>6.7*</b> Regular contact is achieved with the child's family, verbally and through written contact. This provides the setting and the family with the means to assess and discuss the child's needs, achievements and progress collaboratively.		<b>x</b>	<b>x</b>	This is one of the strengths of the setting.

6.8 The setting offers regular opportunities for parents and other stakeholders to learn about the Montessori approach and how this can be used beyond the setting.		x	x	
6.9 The setting provides relevant and up to date records for the child's next school/setting on completion of their time at the setting.		x x		
<b>6.10*</b> The adults actively advocate Montessori principles both within and beyond the setting – including those of respect, responsibility and interdependence. They engage with the wider educational community to share best practice.		x x		
6.11 All the adults understand that children who have opportunities to make choices in an atmosphere of freedom with responsibility, and who are encouraged to be independent in their actions and decision-making, 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 throughout life.		x	x	

## Section 5 – Summary and Analysis

The purpose of the visit to Iverna Gardens Montessori on July 1<sup>st</sup> 2019 was to assess the nursery for possible MAI reaccreditation; Montessori Accreditation International was represented by Michela Castellarin.

### Summary

#### The Children

The children at Iverna Gardens Montessori are comfortable within their surroundings, with each other and with the adults. They show interest in the activities on offer, a caring attitude towards each other and willingness to be guided by their teachers. All children are encouraged to be active learners as they use both the indoor and the outdoor environments to develop their interests and skills further. Spontaneous learning and freedom of choice are dominant features in the life of the nursery; exploration thus becomes a natural component of children's learning and growth, which enables them to develop important life skills such as critical thinking and problem solving. The leadership team could reflect on ways to strengthen these aspects of their practice even further by making, for instance, whole group adult-led activities such as circle time optional. However, in general, group activities occur naturally within the life of the setting and are expertly carried out. The children take full advantage of a continuous work cycle of three hours, which runs both in the morning and afternoon sessions.

Each child's uniqueness is valued. Practitioners know the children well and are able to support them in their holistic development appropriately. Children's well-being is carefully monitored, for instance, teachers show skilled care for children who find leaving their carer a challenge and support this transition successfully.

Children are encouraged to learn at their own pace and their independence is fostered well. They greet their teachers as they arrive and are then free to establish their own routine. During the visit, children engaged in a wide variety of activities from the start and chose whom to work with and for how long. While children enjoy this freedom, they are respectful of the nursery's ground rules, which are aptly role modelled; self-discipline develops as a result of adults holding positive expectations of behaviour. Children at Iverna Gardens Montessori are confident, curious, happy and considerate; their growth and development is holistic, in true reflection of Montessori's vision and values.

### **The Montessori Learning Environment**

The Montessori learning environment is rich in learning opportunities and is organised by the caring and experienced adults. The Montessori materials are complemented successfully by original and well thought out additional activities, which further spark the children's interest. This is particularly noticeable in the Activities of Everyday Living area; its shelves are bursting with new equipment that is appealing and fosters functional independence. Here, children find suitable tools to use for their daily individual needs, such as for eating and those for care of self. The rolling snack provision works well within the work cycle; a choice of fruit is provided and this, together with the new addition of a freshly cooked lunch, offers children the opportunity to learn about healthy eating.

For logistical reasons, not all the Montessori materials are organised according to each area of learning. This does not seem to jeopardise the children's sense of order as they are provided with consistency in the environment. However, the practitioners are encouraged to ensure that all activities within each area follow the curriculum sequence and are fit for purpose. For example, the literacy materials should be reviewed to assess their content and order on the shelves. This will help ensure that children's learning is scaffolded effectively.

Risk-taking is a crucial skill for children to develop; although this skill features in various aspects of practice (such as in the frequent independent decisions that children take daily), a wider range of gross-motor movement equipment in the outdoor area would enhance this even further. The nursery's detailed development plan already shows positive steps being taken towards the maintenance and enhancement of the learning environment.

The use of space offers a good balance between table and floor work areas. Shelving units are used as dividers in this spacious church hall, creating a variety of different learning experiences such as a quiet corner, individual and group work zones. All equipment is appropriately sized and accessible for the child, and the well-supplied art corner and free-flow to the outdoors are welcome additions to the nursery's provision.

The benefits of vertical age grouping are visible in the way children of different ages work with the materials, behave towards one another and model their grace and courtesy skills. Despite the younger children being more numerous in the afternoon, both sessions promote this important Montessori principle.

Staff plan activities based on their comprehensive and skilled knowledge of each child. Observations and records are informative and they are written in a language that is both professional and clear for different target audiences, such as parents and future schools. The nursery uses two recording systems: while individual children's records are paper-based, group tracking is digital. Parents in particular seem to appreciate the effort put into the paper-based portfolios that key persons build for each child. On the day of the visit a few of these portfolios were available to view. They were well constructed, filled with short but meaningful observations, evocative photos and real examples of children's work, such as their drawings, writing or sewing. Links between the Montessori curriculum and the Early Years Foundation Stage areas of learning and development are made clear. Although the record-keeping is thorough, staff are encouraged to review how and where information for each child is kept, and to develop a more congruent system so that the information held is more consistent and can be more easily retrieved.

### **The Adults**

Iverna Gardens Montessori employs and nurtures caring, knowledgeable and dedicated Montessori teachers who are committed to ensuring the delivery of best practice. The nursery is led by skilled professionals who have a profound understanding of the Montessori method and ethos. Continuing professional development is regularly assessed and the outcome of training is shared amongst the team. Enhancement of the Montessori training offered, either in-house or with external centres, is recommended to ensure staff remain up to date with sector developments.

Positive partnerships with parents are given high priority. Communication with them is efficient, positive and regular. Key persons dedicate ample time to discuss the children's lives at nursery and parents are appreciative of this and share information about home. The staff provide them with regular records of their child's progress, such as after the first term and at the end of the academic year. Parents are invited to observe their children in the classroom, to attend parents evenings and to participate in bespoke workshops, which have proven to be a success in disseminating core information about the Montessori approach, how it is

applied in the nursery and how aspects of it can be transferred to the home. A detailed parents' handbook highlights all relevant policies and procedures and includes a specific section about 'Parents as Partners' – this exemplifies the ethos of the nursery in valuing parents' input and support. To support both parents and children as they leave the nursery, teachers initiate contact with local primary schools.

Staff are respectful of each child's cultural background. Communication in the child's home language is encouraged in the classroom and the support for the development of English as an additional language is effective. All staff are positive role models for the children and daily peer observations are encouraged so that the adults continue to be excellent role models for each other.

Iverna Gardens Montessori is a beautiful learning community of teachers, children and their families. The vision of the leadership team is deeply rooted within the Montessori ethos. The principles of respect and responsibility relating to Montessori's Cosmic Education are embedded in the life of the nursery, which provides a nurturing environment in which the children can develop and thrive as true citizens of the world.

**The following commendations and recommendations are based on the information submitted by the setting and on the evidence gathered during the Assessor's visit:**

### **Commendations**

1. Iverna Gardens Montessori is led by a knowledgeable and highly committed leadership team that expertly supports the whole team.
2. Staff continue to give high importance to reflective practice to ensure that children and their families are provided with an excellent early years experience. They are committed to improving their provision through regular monitoring and self-evaluation, and through continuing professional development.
3. The nursery demonstrates a strong commitment to working in partnership with parents and to helping children's transition when they leave the nursery.
4. The extensive range of resources promotes active learning and includes a wide variety of high quality self-made activities, which support and extend the Montessori curriculum well.



5. The ethos of civic responsibility, respect and celebration of individuality is embedded within all aspects of the children's lives at Iverna Gardens Montessori.

## Recommendations

1. Ensure that all Montessori activities are fit for purpose and are displayed in curriculum sequence.
2. Review the current record-keeping to establish a more congruous system that achieves greater consistency and is quicker for referencing.
3. Continue to support each teacher in the development of their Montessori practice through peer observations, regular feedback and Montessori update training.
4. Ensure that scheduled adult-led, additional and whole group activities (such as circle time) are optional for the children to join.

**This MAI Accreditation Report was validated by members of the MAI Accreditation Panel; their decision was corroborated by the MAI Manager and verified by the MAI Accreditation Panel Lead.**

Name

On date

The setting's self-audit and the MAI Assessor's findings verify that the setting meets the Key Principles and MAI Accreditation Criteria. Accreditation is therefore granted to:

**Iverna Gardens Montessori**

From

Until

subject to the following conditions:

**Conditions and date(s) for these to be met:**

**No conditions set**

Receiving accreditation carries the expectation that the setting will continue to develop and to work on the issues highlighted in this accreditation report, and will remain committed to working with MAI.

Settings need to report promptly to the MAI office any relevant changes such as to the registered address, ownership, hours of operation, or to the age range of children attending.

In the event that a setting fails to meet its legal obligations and statutory requirements, its MAI status will be suspended until such time that these standards are met.

It is the responsibility of the setting to report any factual inaccuracy in its self-audit or in this report.