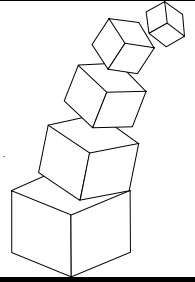


Schoolroom Two

Montessori Nursery School



Information Pack 2011-12

*Address:- Southfields Lawn Tennis Club
Gressenhall Road
Southfields
LONDON SW18 1PQ*

*School (020-8874 9305)
Home (020-8878 1949)*

*Principal:- Janet C. Jakeman
(Montessori Dip)*

*<http://www.schoolroomtwo.co.uk>
Janet_Jakeman@schoolroomtwo.co.uk*

As we are a member of the Wandsworth Early Years Partnership, grants are available to help towards fees for all three and four year olds. At present the grant is a maximum £660 a term for a 5 session week and pro-rata for fewer sessions.

More information at

<http://www.wandsworth.gov.uk/Home/CommunityServices/Childcare/Lookingforchildcare/freenurseryplace.htm>

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About Schoolroom Two



- Established:-** 1985
- Head Teacher:-** Mrs Janet Jakeman (Montessori Dip)
- Hours:-** Morning 09:15 - 12:15(09:05 for children on nursery grant)
Afternoons 12:15 - 3:15
Children staying all day must bring a packed lunch
(We promote healthy eating)
- Year:-** 33 weeks
- Ages:-** 2 to 5 years
- Pupils:-** Maximum of 24 children - child/teacher ratio 6:1
- Curriculum:-** Montessori
- Activities:-** French
Yoga
Cooking
Music(Caterpillar Music)
Tennis coaching
Kinderama(drama class)
Cultural perspective
Sports Day and Christmas production
- Facilities:-** Large grassed play area, lovely environment
- Outings:-** Trips to Theatre, Wetland Centre, Syon Park, fire station
- Registration:-** Phone us to arrange a viewing
(0208 874 9305 or 0208 8781949)
- Overview:-** Schoolroom Two has had five excellent reports from Ofsted (February 1997, March 1999, March 2001, Nov 2004, Feb 2008) We are known as a happy, caring school where children develop at their own pace without any pressure. We are careful to ensure your child receives individual attention so he or she will develop self-confidence allowing them to get ready for the next step in their education.

Curriculum Planning

At Schoolroom Two we aim to provide a fun and varied curriculum for all our children. We have created a loving, caring environment where the happiness of the child is of the utmost importance. Within the school all the children are supported in developing their potential at their own pace with individual care and attention made possible by a high staff/pupil ratio. Our staff encourage children to be aware of others needs, to care for and respect each other and we welcome the special contribution each child can bring to our school. We actively discourage unkind, thoughtless behaviour and physical aggression. During each child's stay with us we will endeavour to provide opportunities to meet their development needs, socially, emotional, intellectually, physically and creatively.

Our aim for every child who attends Schoolroom Two are to;

- 1. Provide quality learning experiences for all the children. Learning which is structured, balanced, relevant to the child and related to the real world.*
- 2. Provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" will be our starting point.*
- 3. Ensure the children have positive experiences of success at their own levels now, in order to give them confidence and motivation for learning in the future.*
- 4. Provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualification and Curriculum Authority and which dovetails with the National Curriculum.*
- 5. Provide a curriculum which provides equal learning and development opportunities for all the children within the nursery.*
- 6. Create a partnership with parents to support and enhance the development of the children.*
- 7. Ensure that all children feel included secure and valued.*
- 8. Provide well planned, purposeful activities and appropriate intervention*
- 9. Give opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves*

----- * -----

Our Nursery School is registered by Social Services Inspection Regulation Unit and with the DfEE to redeem the Nursery Grant. We plan to provide the children attending our group, opportunities that will support and promote their overall development in a safe, stimulating and caring atmosphere, created by appropriately trained, knowledgeable staff.

We take care to provide activities which use equipment appropriate to the age and stage of development of the children attending our nursery school which will stimulate their interest and encourage investigation as well as enabling the children to practice existing skills and to build on those skills to acquire new ones.

We are aware of the importance of reflecting all members of society not just those who attend our nursery but also the local community and society in general in a positive way, we ensure that activities, equipment and displays provide a balanced view and also allows children to show their own individual creativity without pressure to have an adult directed “perfect” end product.

All children need to experience a planned programme of activities and experiences tailored to their stage of development and taking account of their individual needs, the play activities provided by our nursery are an essential element of the programme; we have used the headings provided by the DfEE for Early Learning Goals (ELG’s) for Grant redeemers to show how our nursery provides a planned programme which will enable children to develop.

Personal, Social & Emotional Development

Children will be encouraged to build friendships with other children and adults which will enable them to practice skills of sharing, caring, helping, working together, solving problems and taking responsibility for the environment and themselves. We aim to build the child's self confidence and self esteem and to help them gain a sense of community by encouraging them to talk about their families and their own experiences. Give them opportunities to understand that people have many things in common as well as being different – Supporting this with positive images and materials eg festivals, books, dance, art, drama, music etc. They will be encouraged to concentrate and persevere on individual tasks and to ask for help when needed.

Communication, Language and Literacy

Children will be encouraged to use language for thinking, especially through role play, and vocabulary extended by adults during conversation. Children will be given many opportunities to talk about their experiences and to listen to others, they will be encouraged to express their own ideas and in ways which can be understood. Children will be encouraged link sounds with letters and will

hear stories, rhymes, poems and songs and when confident will join in with them. Books will always be readily available to children for looking at, to listen to read stories and to recognise how printed words and pictures can convey meaning. Examples of print such as name cards, labels, signs etc will be displayed.

Problem Solving, Reasoning & Numeracy

Children will have the opportunities provided by many different activities to match, sort, sequence, count and order everyday objects which form a basis of the understanding of mathematics. Through this knowledge they will be able to solve problems. They will hear examples of the language of mathematics, identify objects by shape, size, position volume, number etc. Songs games and picture books help children become aware of number sequences and when they are ready, to use simple mathematical operations such as adding.

Creative Development

Activities for creative play will always be available including paint, crayons, pencils, gluing, collage, model making, materials which are natural and man made. Children will be provided with opportunities to respond to music and recognisable artistic works; they will have opportunities for imaginative play individually and with others.

Knowledge and understanding of the world

Children will be offered the chance to explore and experiment with natural and man made materials; they will be able to compare and identify the features of different objects, recognise similarities and differences and talk about their discoveries with other children and adults. Opportunities to talk about how things work – Investigate objects and materials using all senses as appropriate. Encourage children to find out about past and present events in their own lives and these of their families and other people they know. Give opportunity for children to talk about their own cultures and beliefs and respect those of other people.

Physical development

Children will be given opportunities both indoors and out to develop, practice and master skills of balance, movement, running, jumping, climbing. At all times they will be closely supervised to ensure safety while encouraged to test their own abilities with challenging activities which are fun. At the same time, children are supported in the development of the fine motor skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision. Children will be encouraged to recognise the importance of keeping healthy and to recognise the changes that will happen to their bodies when they are active.

Policies & Procedures

The following list are the Policies and Procedures of Schoolroom Two. These can be viewed by parents on request or on our website.

<i>1</i>	<i>Admissions</i>
<i>2</i>	<i>Arrival and Departure, Uncollected & Lost Children</i>
<i>3</i>	<i>Behaviour Management & Physical Intervention</i>
<i>4</i>	<i>Care of Sick Children</i>
<i>5</i>	<i>Child Protection</i>
<i>6</i>	<i>Complaints Procedure</i>
<i>7</i>	<i>Confidentiality</i>
<i>8</i>	<i>Discipline</i>
<i>9</i>	<i>Educational Programme & Timetable</i>
<i>10</i>	<i>Equal Opportunities</i>
<i>11</i>	<i>Fire Procedure</i>
<i>12</i>	<i>Health & Safety</i>
<i>13</i>	<i>HIV</i>
<i>14</i>	<i>Hygiene and Practice</i>
<i>15</i>	<i>Lost Children</i>
<i>16</i>	<i>Ofsted Report</i>
<i>17</i>	<i>Outings Declaration</i>
<i>18</i>	<i>Parents as Partners</i>
<i>19</i>	<i>Photos of Staff and Qualifications</i>
<i>20</i>	<i>Premises & Equipment</i>
<i>21</i>	<i>Recruitment & Induction</i>
<i>22</i>	<i>Safety and Practice</i>
<i>23</i>	<i>School Charter</i>
<i>24</i>	<i>School Curriculum</i>
<i>25</i>	<i>Smoking</i>
<i>26</i>	<i>Special Educational Needs</i>
<i>27</i>	<i>Staff Induction</i>
<i>28</i>	<i>Staff/Volunteer Information</i>
<i>29</i>	<i>Staffing</i>
<i>30</i>	<i>Uncollected Children</i>

We operate a School Complaints book for parents to register their concerns on any aspect of the school's operation.

Child Protection

Day care providers generally are required to be registered by the council in order to ensure appropriate standards for the safety and welfare of children being looked after.

The registration requirements regarding child protection are as follows:

- **the day care provider must agree to follow the child protection guidelines in this booklet, and the ACPC's "Borough Guidelines on Child Protection";**
- **the day care provider must ensure that all day care staff are familiar with the child protection guidelines; and**
- **the day care provider must give the following information in writing to all parents using the day care service:**
 - (a) any injury to a child incurred outside the day care facility must be brought the attention of the day care staff before the child is left in care by the parents (this covers staff against any subsequent confusion as to where an injury occurred);**
 - (b) day car staff have a duty to contact the Social Services Department if they have any serious concerns about the welfare of a child; and**
 - (c) any concerns that parents have about the day care service should be initially addressed to the person in charge. However, if it is not possible to resolve the issue, parents may contact OFSTED's Registration and Inspection Unit. 0845 6014771 or www.ofsted.gov.uk/about/childcare.htm**

Failure to comply with these guidelines may constitute grounds for the cancellation of registration or imposition of requirements on registration

Complaints Procedure

Our intention is to work in partnership with parents and the community generally and we always welcome suggestions on how to improve our school.

Making Concerns Known

A parent who is uneasy about any aspect of the schools provision should first of all talk over any worries or anxieties with the principal. If the problem is not resolved or reoccurs, the parent should put the concerns or complaints in writing and request a meeting, and a record of the discussion should be made.

Resolving the Complaint

If an agreement cannot be reached then an external mediator will be asked to help define the problem, review the action and offer advice. A written record of any meetings held and advice given will be kept

The Role of the Registering Authority

In some circumstances, it will be necessary to bring in the local authority registration and inspection unit, who have a duty to ensure laid down requirements are adhered to and with whom the school works in partnership to encourage high standards. The registering authority would be involved if a child appeared to be at risk or where there seemed to be a possible breach of registration requirements. In these cases both parent and nursery would be informed and the school staff would work with the social services department to ensure a proper investigation of the complaint followed by appropriate action.

OFSTED Complaints

Tele:- 0300 123 4666

www.ofsted.gov.uk/about/childcare.htm

OFSTED National Helpline

Tele:- 0845 6014771

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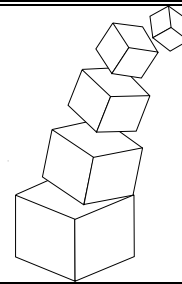
Procedures for Emergency Medical Treatment



- *Parent/carer to be immediately informed by a member of school staff*
- *If necessary an ambulance to be called, or if appropriate the child to be transported to hospital by car or taxi accompanied by a member of staff and or Parent/carer*
- *Accident details to be recorded in accident book and if necessary a report to be forwarded to Wandsworth Social Services.*
- *In the event of a serious injury and the Parent/carer not being contactable the child will be transported to hospital and efforts will be made to contact Parent/carer as soon as possible*
- *At all times the safety of the child must take priority*
- *A form for parents to sign to confirm their agreement with this Procedure will be given on entry to school*

SchoolroomTwo

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Application Form

(Please PRINT all responses)

Child's First Name _____ Child's Surname _____

Home Address _____

Post Code _____ Ethnic Group _____
(please see website for list)

Date of Birth _____ Boy or Girl _____ Mothers Name _____

Parents Occupation:- _____

Telephone (Home) _____ (Work/Mobile) _____

Please PRINT e-mail _____

Term Wishing to Start _____

	Monday Am	Tuesday Am Pm	Wednesday Am Pm	Thursday Am Pm	Friday Am
Sessions Required					

Some times sessions requested may be subject to change due to availability

Name & Address of Doctor _____

Doctors Telephone Number _____

A full terms notice in writing is required before the removal of a pupil. Failing to provide such notice a full terms fees in lieu will be charged.. Once this form has been received I will contact you with confirmation and request for a deposit. (Please note deposits are non refundable)

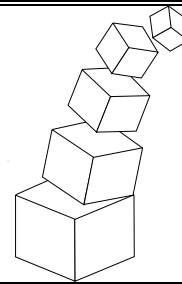
Parents Signature _____

Date _____

Please return to;
Janet Jakeman (Montessori Dip)
Schoolroom Two
Southfields Lawn Tennis Club
Gressenhall Road
LONDON SW18 1PQ

SchoolroomTwo

Montessori Nursery School



Entry Form

<i>Child's Name</i>	
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Family Details

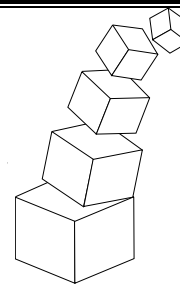
<i>Child's position in family</i> (eg 3rd son)	
<i>Any Pets</i> (include pets names)	
<i>First language of child</i>	
<i>First language of parents</i>	
<i>Language spoken at home</i>	

Child's Details (Does Child)

<i>Have a comforter?</i>	
<i>Able to go to toilet by him/herself?</i>	
<i>Have any fears or dislikes?</i>	
<i>Use right or left hand</i>	
<i>Have special needs</i> (including diet)	
<i>What does your child enjoy doing?</i>	
<i>Has your child any previous child care experience?</i>	
<i>Start Date at Schoolroom Two</i>	
<i>Leaving Date Schoolroom Two</i> (if known)	
<i>Please state here anything you think might help us settle your child into school</i>	

Schoolroom Two

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Termly Fees-2011/2012

<i>3 Sessions</i>	<i>£762</i>
<i>4 Sessions</i>	<i>£1,017</i>
<i>5 Sessions</i>	<i>£1,271</i>
<i>5 Mornings and 1 Afternoon</i>	<i>£1,525</i>
<i>5 Mornings and 2 Afternoons</i>	<i>£1,780</i>
<i>5 Mornings and 3 Afternoons</i>	<i>£2,033</i>

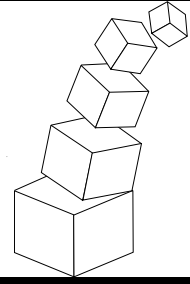
As a Nursery Education Grant(NEG) provider, we are able to offer all 3 and 4 year olds a free nursery place. However the free 3 hour place is offered as part of a package of daycare and additional services. The basic place is free and the extra charges are for services over and above the 3 hours of nursery education, including activities and enhanced staff ratios. If parents do not wish to access our additional services as a condition of obtaining a free nursery place we will help them to make an informed choice. Therefore if a parents need cannot be met because their requirements differ from what we can offer, we can refer them to the (CIS) the Childrens Information Service on 0208 871 7899

The Nursery Education Grant for this year will be £660 for a 5 session week.

A full terms notice in writing is required before the removal of a pupil. Failing such notice full fees in lieu will be charged. Deposits are non-refundable.

Schoolroom Two

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Term Dates-2011/2012

Autumn Term 2011



Wednesday 7th Sept - Wednesday 7th Dec
Half Term Monday 24th Oct – Friday 28th Oct

Spring Term 2012



Monday 9th Jan 2012- Wednesday 28th March
Half Term Monday 13th Feb - Friday 17th Feb

Summer Term 2012



Wednesday 25th April - Wednesday 11th July
Half Term Monday 4th June - Friday 8th June
May Day Monday 7th May

Dates to be announced for:

*Sports Day, Open Days, Christmas Concert
Outings*

Special Needs Policy

Aims

At Schoolroom Two we aim to include all children and to plan for each child's individual learning requirements. We will offer full access to a broad, balanced and relevant curriculum in all 6 areas of learning(ELGs) We aim to promote an atmosphere of encouragement acceptance and respect for achievements in which all children can thrive: and to develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self esteem can grow.

We aim to provide any particular learning needs and appropriate additional support for children with special needs in order for them to make the best possible progress. We will inform parents of the needs and progress of their children and work in partnership with them. We will also take into account the needs and views of the child.

Identification

When a child starts at the nursery a member of staff will talk to the parent about their child and will use this information to complete a profile sheet. Any existing special educational needs, disabilities or health problems will be noted at this time

In order for us to identify children with Special Educational Needs we will look for

Children with a) a significantly greater difficulty in learning than the majority of children of the same age: or

b) a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the LEA or

Children who c) are under compulsory school age and fall within the definition at a) or b) above or would do if special educational provision was not made available

English as a second language is not an SEN

SENCO – Special Educational Needs Coordinator

The SENCO's responsibility is for day to day operation of our SEN policy and for co-ordinating provision for children with SEN

Assessing (Making Provision)

Consideration is given to all 6 areas of learning

It is essential to monitor children's progress in order to identify any SEN as early as possible

Early identification by assessing and monitoring is very important. If a child is identified as having special needs the keyworker/SENCO will use the graduated approach to intervene through

- 1. EYA (Early Years Action) where parents will be contacted and a IEP drawn up. If after monitoring and assessing the child is still not making satisfactory progress the SENCO may need to intervene through referral*
- 2. EYA Plus (Early Years Action Plus) where advice and support from external agencies is sought and a revised or new IEP drawn up*

In the unlikely event after stage 1 or 2 above a child has still not progressed satisfactorily, it will then be necessary to consider a statutory assessment together with parents and external agencies already involved. Evidence will be gathered to show that the child has demonstrated significant cause for concern.

When a child with SEN reaches compulsory school age all records and information on the child should be gathered and passed on to next setting.

The SEN Policy should be seen in the context of equal opportunities and designed to promote inclusion

Behaviour Management Policy

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this;

- *Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within Schoolroom Two and explained to all newcomers, both children and adults.*
- *All adults in Schoolroom Two will ensure that the rules are applied consistently, so those children have the security of knowing what to expect and can build up useful habits and behaviour.*
- *All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy.*
- *Adults in Schoolroom Two will praise and endorse desirable behaviour such as kindness and willingness to share.*
- *We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.*

•

When children behave in unacceptable ways:

- *Physical punishment, such as smacking or shaking, will be neither used nor threatened.*
- *Children will never be sent out of the room by themselves.*
- *Techniques intended to single out and humiliate individual children such as the “naughty chair” will not be used.*
- *Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern*
- *Where appropriate this might be achieved by a “time out” with an adult.*
- *In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.*
- *In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.*
- *Adults will not shout or raise their voices in a threatening way.*
- *Adults in Schoolroom Two will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.*
- *Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children’s level of understanding and maturity.*

- *Recurring problems will be tackled the whole school, in partnership with the child's parents, using objective observation records to establish an understanding of the cause.*
- *Adults will be aware that some kinds of behaviour may arise from a child's special needs.*

Physical Intervention

If this is seen as appropriate, adults will ensure that the intervention is achieved with minimum force and minimum time.

*Physical Intervention will only be used to:-
prevent an accident such as a child running into the road
prevent an injury or damage eg if a child is having a temper tantrum.*

These incidents will then be recorded in detail in the incident book by the adult responsible. The report will include;

- *Child's name*
- *Time and location of the incident*
- *Nature of the incident*
- *Others involved/witnesses*
- *How the situation was handled*
- *What form of restraint was used and any consequences*

This information will then be shared with the parent or carer who will be asked to sign to confirm their awareness that physical restraint was used and why.

Kelly Roberts is the named member of staff responsible for behaviour management issues.

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Equal Opportunities Policy

At Schoolroom Two we aim to ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability

- *To ensure that all the children feel secure, included and valued.*
- *To achieve this we establish feelings of respect and trust with all children and their parents or carers. Treat each child as an individual and provide equality of opportunity within the nursery. Encourage self-confidence and a positive approach to learning in all children.*
- *When a child starts at the nursery a member of staff will talk to the child and the parents about the child's ethnic, religious and cultural heritage and experiences at home.*
- *When planning, setting up and altering the rooms, outdoor areas, displays and equipment within the nursery, the staff will aim to create an environment that encourages a positive attitude to learning. This will include:*
 - *Keeping the nursery environment free from any discriminatory practice or stereotypical images.*
 - *Valuing the local community and environment as a source of learning opportunities*
 - *Using displays, resources and equipment that reflect the community in which the children live as well as the wider world.*
 - *The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people. These will include:*
 - *activities relating to a wide range of religious, ethnic and cultural festivals.*
 - *telling stories, listening to music and looking at pictures from a range of cultural and religious*
 - *discussions with and between the children about the similarities and differences in their experiences and the reasons for those similarities and differences.*

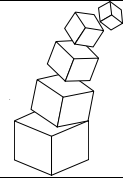
The staff will ensure that all children are given support to participate in activities, experiences, visits and discussions and to ensure that all children are listened to carefully and with respect.

The staff will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary they will modify activities or provide additional equipment or materials to ensure children are not excluded

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Schoolroom Two

Montessori Nursery School



Yoga classes take place on a Friday morning

YogaBugs™ Stretching Imagination

What's a YogaBugs Class?

Using the traditional yoga postures, breathing and relaxation techniques, children are led into exciting adventures and magical places. They will often jump on a magic carpet, surf down a mountain, or fly off in a hot air balloon! They meet mermaids, dinosaurs & astronauts, swim with dolphins, play football with crabs and all their adventures have happy endings - the children are always the hero!! Yoga postures integrate balance, co-ordination and movement. The class structure is fun and uses a child's natural powers of imagination and creativity.

How will YogaBugs help my child?

- 🎵 Breathing exercises improve concentration and energy levels.
- 🎵 Relaxation techniques clear the mind, allowing for better memory retention.
- 🎵 Postures help recharge a weak immune system and strengthen the core stabilising muscles of the abdomen and back.
- 🎵 YogaBugs helps to tone the body and reduce the rising levels of childhood obesity.
- 🎵 YogaBugs maintain a child's natural flexibility which can begin to shut down from a surprisingly young age, especially once they start on long days at school in the classroom, or playing on computer games and watching television.
- 🎵 YogaBugs develops creativity and self-expression.
- 🎵 Yoga improves self-confidence through vocalisation techniques and postures that are designed to release day to day anxieties such as separation issues, or bullying, lethargy and negativity.
- 🎵 YogaBugs is a complete form of exercise in a safe and non-competitive environment.
- 🎵 The practice of yoga improves co-ordination and balance; it promotes healthy sleeping patterns and allows children to explore their intuitive nature and spirituality.



For further information on YogaBugs classes or finding a teacher in your area visit: www.yogabugs.com

Our Drama class takes place on Tuesday mornings

**THE EXCITEMENT AND ENTHUSIASM AS CHILDREN
CREATE, SING, DANCE, PLAY & LEARN
WILL BE CONTAGIOUS AND REWARDING**

KINDERAMA
Music Programme

develops music exploration and the fundamental music concepts

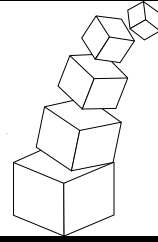
- Beat
- Dynamics
- Pitch
- Rhythm
- Tempo

Kinderama develops the Whole Child

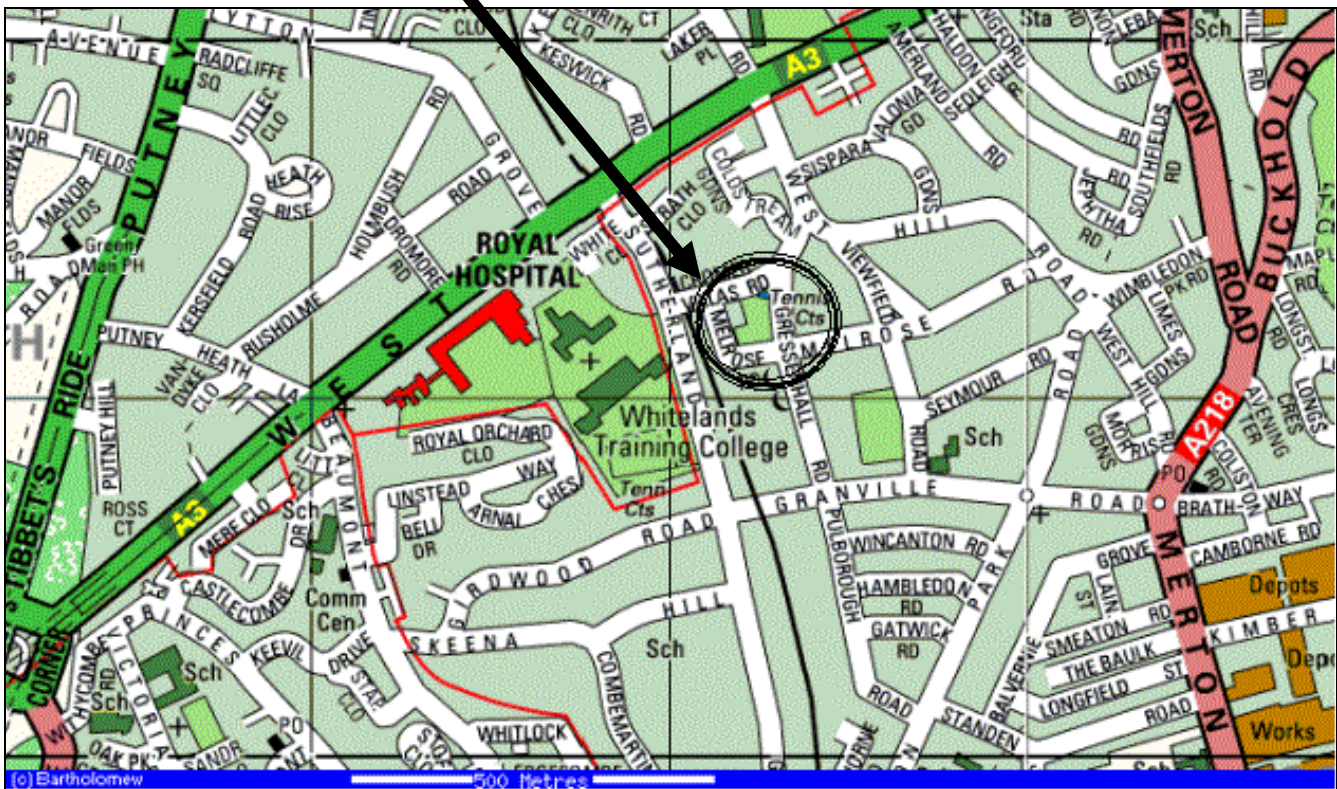
Maracas
Visual Aids
Bongo Drums
Indian Bells
Body Sounds
Egg Maracas
Finger Plays
Finger Castanets
Instrument Sounds & Knowledge
Nursery Rhymes
Triangles
Cow Bells
Chants
Sing in Tune
Musical Spoons
Recognise musical notations & symbols
Sleigh Bells
Conductor Sticks & Costumes
Guitars
Finger Cymbals
Stories
Drama
Tap Boxes
Musical Improvisation
Instrument Recognition
Hand Castanets
Tambourines
Rhythm Sticks
Musical Games
Movement & Music
Jingle Cogs
Leaders in Childhood Development

Schoolroom Two

Montessori Nursery School



Where to Find Us



Address:- *Southfields Lawn Tennis Club
Gressenhall Road
Southfields
LONDON SW18 1PQ
0208-874 9305*