

### ***Key points of your Maths Champions improvements***

- Improved resources in all rooms
- More maths language used throughout the setting
- More number and shape recognition around indoors and outdoors
- A more balanced planning recognising both areas of mathematics
- Better quality of training relating to mathematics and the EYFS.

### **Background detail**

*Our setting first started by seeing the advertisement in the magazine and thought that this would be a great way to push maths throughout our setting. After going to the first set of training, our setting realised that there were many other ways to teach the children all of the different areas of mathematics. We wanted to change the way maths was seen in our setting because we were quite paper based and wanted to find better methods to teach the children in order to learn through play.*

### **Section 2 – Champion’s section**

#### ***How has the programme developed your own and your team’s CPD?***

The programme has helped me to develop my own confidence in order to talk to all of the members of staff and explain to them about all of the aspects of the course. The programme has also expanded my knowledge of working and training with other professionals as this is the first time I have led something in my setting.

The programme has helped my team’s CPD to expand their knowledge of maths in the early years and also to work together to create a better environment for the children and also better activities to help the children learn in a more fun way.

#### ***What has been the impact of the training?***

There have been various impacts of the training in our setting. Some of these have been positive and negative.

Firstly, the BKSB training gained mixed responses from my practitioners as some practitioners struggled to find time to complete the course and also the course itself knocked my practitioners confidence as some practitioners struggled with the questions itself. Although we did do the GCSE level, practitioners found it pointless in completing it because they do not teach the children to this higher level however with encouragement, I was able to explain and help to stick at it to try and improve our higher skills as practitioners to make us more comfortable in daily life.

The computer training was found very interesting by my practitioners because we were learning new facts to help our children develop in different areas rather than the number area itself. The training also helped us to learn about different cultures which gave us all a different outlook on the way we

taught maths in the same way to all of our children. This had a big impact to change the way of learning and teaching different problem solving and remembering that all children learn in different ways.

***From your starting point to today, what have been the changes in the following:***

- ***Children outcomes –***  
Overall, children's outcomes have been better because as members of staff, we have been able to link more beneficial activities to the children's next steps meaning that the children have been able to progress further. As well as this, children have progressed in the different area of the EYFS because we have been able to provide different ideas which cover different mathematical areas. This has meant that the children have progressed through to 30 – 50 and 40 – 60 months.
- ***Staff development –***  
Overall, I feel that staff development has improved very well because staff are now able to confidently carry out different aspects of maths and are very keen to talk and share their activities with other practitioners to help all of the children in our setting develop. The training courses have also helped all of our staff develop because they have been an eye opener into the different aspects of maths.
- ***Parental relationships –***  
This is an area which we are continually building on however parents have been involved in their own children's development. This is linked to our website to help children progress further linking homework to follow on from our activities at nursery.
- ***Environment indoors –***  
Our indoor environment has been improved in all areas of the nursery because we now have lots of different resources which are aimed at both areas of the EYFS. We now have lots of different visual prompts which represent adding and taking away numbers and also shape, space and measure. Indoors, we now have lots of different resources which will help the children to progress and explore however at the start of the project, we did not have many resources such as calculators, laptops, torches and rulers and scales but now we have been bought all of the different resources as we understand the benefits of these items.
- ***Environment outdoors –***  
Outdoors, we now have a lot more signs and symbols representing numbers and shape, space and measure. At the start of the programme, the children used to enjoy using a lot of resources that encouraged gross motor skills like using the bikes or using the balls however we have introduced different activities such as noughts and crosses and painting in the garden that helps children interact with different shapes.
- ***Attitudes towards maths -***  
Generally overall, our staff's attitudes have improved about maths because members of staff are more willing to carry out a maths activity and use maths language on a daily basis. This has changed since the start of the project. At the start, the project seemed like a lot of work however staff members have embraced the project and enjoy making new resources to use with the children.

***Tell us about any new initiatives or projects relating to maths? E.g. parental partnership development***

- In the future, we hope to make maths bags to support the children at home and this will continue the theme from the setting.

## ***Next steps***

*How are you going to develop your practice further and why, what will the impact be? Who will be involved? How will your practice support good outcomes for children?*

In the future, I will continue to progress maths in the setting with both the children and practitioners. I hope that the impact will help on the children's development in all areas of the EYFS and also the children's personalities to feel confident to carry out maths in the early years and also later life. I will continue to look out more different maths related courses which will help me and my staff to benefit themselves in teaching maths and also children in learning maths. I feel that as an ongoing practitioner, I would like to continue learning about maths as this is a subject I have always enjoyed throughout life and at school.

## ***Final thoughts on the programme.....***

Overall, I feel that the programme has been very beneficial in our nursery because it has helped many staff members to feel more confident using their maths with the children. The programme has also helped me as a practitioner and my leadership skills because I have been able to interact with other professionals relating to the maths project.

The programme has also helped the nursery to receive more beneficial resources bought by the manager which has also helped the children to develop therefore this has been a main benefit of the project.

Overall, I feel that the programme has had many benefits for our nursery however also a couple of negatives including the BKSB but the benefits have outweighed the negatives seeing a beneficial impact for our two year olds and preschool.

### **National Day Nurseries Association**

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