

Case study 9 - Marlow Day Nursery

Marlow Day Nursery initially identified a number of weaknesses in mathematics especially in relation to practitioner use of mathematical language in everyday play. Each practitioner was helped to improve their understanding of mathematics especially in relation to relating objects to numbers, use of numerals and helping children use their whole bodies to explore space and shape. There was a conscious and planned increased use of mathematical language when engaging with children’s own initiated play as well as specifically planned activities.

The nursery uses interactive displays for particular words and concepts. These help to keep those words in regular use as well as show parents the current words and things they could do at home. They include annotated photographs showing children’s emerging understanding.



Outdoor play is used well to promote number and positional language from the very youngest children to the oldest.



Oh dear I can't fit through here, the pushchair is too big!



How far can you roll this, it goes fast.

Practitioners are more confident in helping children understand the correlation between numbers, items and numerals. Use of big domino tiles outdoors helps children sequence numbers, recognise that two dots and 2 mean the same as well as use their bodies to jump on to two dots or a number 2.



I need to jump on number 3 next, then 4.



I can go over 12 tyres. It takes 20 counts to do this.

Indoors practitioners have enhanced maths with some simple additions to resources. Tape measures help children measure the size of the bricks they use. Peg games help children's coordination as well as help them understand that five pegs are the same as the number 5. Provision of paper and writing implements help children make marks as they do this and the more able are competent in writing numerals.