

Case study:

Maths Champion



National Day Nurseries Association

Name of setting: Ashbridge Nursery- Hutton

Date submitted: October 2019

Information supplied by: Linda Leigh

Title: Maths Champion

Key points of your Maths Champions improvements

- Large number lines displayed
- More resources related to time and measure
- Practitioners gained confidence in delivering maths daily through routines.
- Children have more access to maths resources.
- More ICT equipment

Background detail

Ashbridge is a large nursery setting which caters for children from 3 months-5 years and is attached to an Independent school in an affluent area of Preston. We have lots of outdoor spaces and each age group has their own garden spaces as well as shared woodlands.

I wanted to take part in this programme to improve not only my confidence with maths, but also that of practitioners throughout the nursery in their own maths ability and in how to enhance the environment for children to be able to access maths everyday and in fun and enticing ways.

Section 2

Highlights and lowlights of the programme so far

- At the beginning it was difficult to find time for staff to fill in all the audits, but then having done this it made us all have to look at our own environments to criticize them and look at them from the child's perspective.
- The amount of information and resources that have been available whilst doing this course have helped us to organize and look at the areas of maths that the children were enjoying and how we could enhance it and it also helped provide new ideas that we could implement.

- All the staff found the numeracy skills assessments scary and I know from talking to them that they hadn't really thought about how they use maths everyday, so when they had done the assessment they were all quite impressed with how they did.
- This course has helped the staff to look at how the children are showing an interest in maths and the areas, rather than sticking with teaching children about numbers through counting and shapes through just looking at them, such as Pre-School have increased interest in measurement since we introduced more resources for this.

Impact of the programme

The biggest impact from the programme has been how much staff members have grown in confidence in providing engaging mathematical experiences for the children. They are now excited about teaching maths to the children and joining in with games and tasks to entice them into learning more. They enjoying sharing ideas with each other and coming up with new ways to improve and implement mathematics into the children's daily routines.

The impact it has had on the environment as well has been great as staff in each unit have been working together to make their environments more appealing for the children and we have all added more accessible and usable resources. We also have lots of natural resources for the children with loose parts to support problem solving; the outdoor provisions have been added to, incorporating maths into them with numbers, large capacity and measuring equipment.

Did you achieve what you wanted from the programme? If so, how?

The programme has helped me as it not only built my own confidence and that of the staff's but it helped with new ways of introducing different aspects of maths into the children's everyday routine, rather than focusing primarily on just numbers and shapes. It has enabled us to make changes relevant to each specific age group and to adapt ideas shared with the staff. It has also helped us to remember that maths can be fun and it can come in many forms, from numbers to music and songs, and this has impacted on the staff and children.

How has the programme helped you further develop your own practice?

The programme has helped me to realise and remember that maths can be fun and hands on and that children have a natural curiosity and willingness to learn. A large impact from the programme has been upon my own practice, and I am now more confident with supporting other members of staff with their knowledge and understanding of how to implement maths within their own classes. I myself have become more confident with maths and especially in using mathematical language within the day, modelling it for the children, and then hearing them using it too. In addition it has reiterated that maths can link to all areas of learning, and the children are able to pick up and remember what they have seen or heard.

Next steps

- We plan to continue auditing our resources and environment termly to see if things need changing or replacing.
- Continue to add relevant resources where necessary as the nursery and environments continue to grow and change.
- We would like to find a way of encouraging more parents involvement with maths at home
- Introduce more loose parts and treasure boxes throughout the nursery.
- Continue to use the NDNA resources as well as from other sources as well.

National Day Nurseries Association

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