

Case study:

Charlton Nursery



National Day Nurseries Association

Name of setting: Charlton Nursery

Date submitted: February 2019

Information supplied by: Amy Hunter

Key points of your Maths Champions improvements

- Staff are more aware and confident in promoting mathematics throughout the day
- Staff have taken part in CPD training to improve their own understanding and professional development
- We have rethought the way we display and promote our math's resources to ensure they are open-ended and easily accessible
- We have increased the amount of natural resources we use to help extend mathematical learning.

Background detail

Our setting is a large, renovated house with a purpose-built extension and a large garden. We noticed from staff observations that we are occasionally missing maths opportunities especially when it comes to extending children's learning. As members of the NDNA we noticed the Maths Champion Programme advertised and the senior management team were very supportive in enabling us to carry out the qualification.

Our main aim is to ensure maths is embedded within our daily practice and change the way that practitioners see maths. We felt that maths in the Early Years can sometimes be misunderstood as an additional activity or extra that is added into play. We wanted the process to enrich our daily mathematical experiences and interactions for example throughout daily routines, continuous provision and daily activities.

Section

Highlights and lowlights of the programme so far

The lowlights of the problem mainly appeared at the beginning of the process when initially getting practitioners to sign up to the programme. We found that practitioners were quite apprehensive and reluctant and worried about the workload of the programme. Staff seemed to think it could be a burden of extra work on top of their already large work schedules. Over time, our practitioners

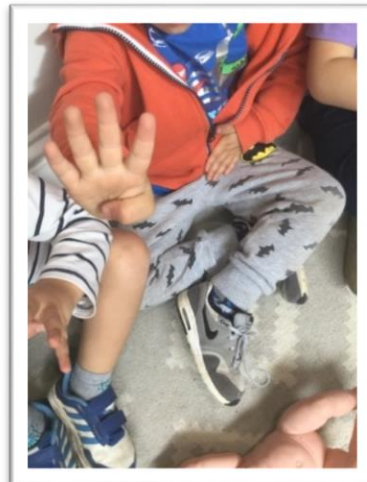
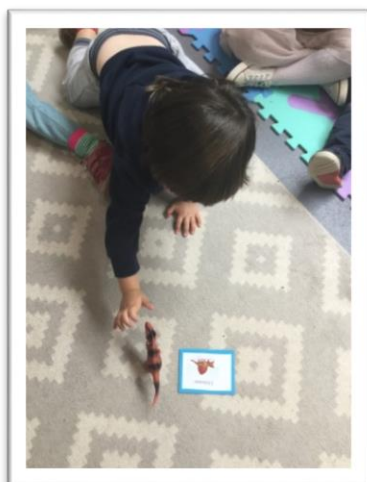
understood that the programme was more of a way to get the practitioners to look critically into what they were already doing to see how their interactions with children could be enhanced.

Practitioners also seemed concerned that they were being 'tested' in some way. However, as we ran through the requirements of the programme the aims and motive behind it became clearer to staff.

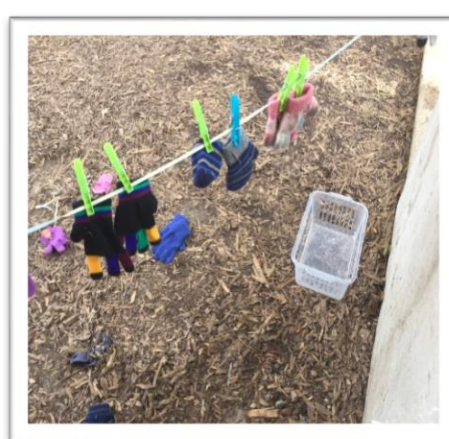
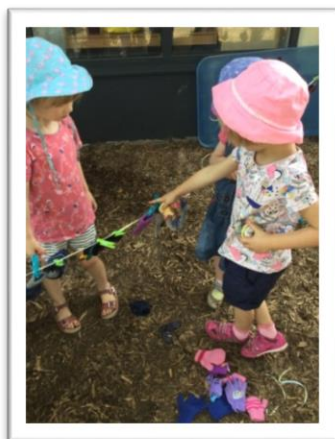
The highlights have been apparent in the difference the way that practitioners have set up learning spaces and in the resources they have provided. Practitioners have added number lines and numbered drawers of resources. They have added more mathematical opportunities during circle times and keyworker times. Practitioners reported how they are now more aware of using maths through all elements of the EYFS; for example during small world play they have been counting the legs of the animals or order the animals or people by size with the children. This is just one example of some of the simple, yet effective methods that staff can reflect upon and change within their daily practice.

Please see the pictures below of some activity highlights.....

Number matching activity, matching quantity to numeral



Matching activity, matching pairs of gloves and socks



Other highlights also include:-

- More number focused group times and keyworker times
- Higher outcomes for children- we are noticing this in our cohort tracking
- We have reflected how we display our indoor math's resources in order to make these more accessible
- Practitioners are beginning to understand how they can create amazing, simple maths activities from only a few resources- this was clear through the activity ideas given to us by the Math's Champion Programme.

Impact of the programme

The impact of the programme has achieved what we set out to do in the sense that it got practitioners talking about maths. We were able to start the conversation about how we can improve our mathematic provision and ensure that it is incorporated into all elements of daily play and learning experiences. As previously mentioned, we have also improved the way we display our maths resources and we have added number lines, display boards and shape boards to improve our physical environment.

In our outdoor environment, we have created a construction area where we have provided the children with large rulers for measuring as well as traffic cones. We are aiming to focus on developing our outdoor space over the next few months to get the most from our lovely large garden.

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

Overall, we felt that we have achieved what we needed from the programme. It allowed us to be more critical of what we were doing and set clear areas for improvement. We found that as we went through our CPD journey, it raised more critical questions and our Early Years Practitioners found that the opportunities to develop children's mathematical learning were endless and could be incorporated within all the other areas of the Early Years curriculum. Our practitioners found the activity ideas really refreshing as it easy to become stuck in a routine of the activities that you are used to.

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

As an Early Years Teacher, the programme has been great in refreshing my knowledge and understanding on the importance of maths. It was also great to receive some new activity ideas that we were able to print and keep in our planning folders for the future.

Next steps

Our next steps are as followed....

- 1) Host a maths champion morning and invite parents/carers to come in to take part in a range of maths activities
- 2) Ensure practitioners keep up to date with relevant maths training and CPD opportunities

- 3) Begin to incorporate use of ICT in daily math's experiences
- 4) Source and make more math's games to support children's group learning

In the future, we would like to encourage our parents to be more involved with the learning opportunities that take place in nursery. We have recently sent out newsletters and help sheets in order to support parents in sharing information using Tapestry. We are hoping that parents will be able to share and respond to math's experiences and we can share with families some of our successes from completing the Math's Championship Programme. This will help ensuring we plan from children's interests and always take into consideration the home learning environment.

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