

Case study:

Involving parents with Maths

Name of setting: Sunbeams and Rainbows

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Title: How we engaged parents

Key points of your Maths Champions improvements

- Did a self-critical evaluation of what we could provide for families that attended that we didn't provide before
- Researched views of customers, other Early Years providers, Quality Improvement Officers, fellow practitioners and staff to build a foundation for improvement
- Increased parental involvement with events in the setting
- Developed a Mathematics Programme for parents to do with their children at home

Background detail

It is a very busy childminder setting with two childminders and one assistant working each day with 9 early years children. There are actually two assistants that work here but only one at a time. It started from being a small childminder setting around 25 years ago run from a terrace house to now being twice that size with two dedicated playrooms, activity room, baby room and fully equipped outdoor area, also having a 100foot allotment which we use all year around. We also visit playcentres and parks to use their larger equipment which we do not have enough room for. The staff are all at least level three and are committed to continue with their own professional development to improve their knowledge and performance.

Our youngest child at the moment is 6 months who has been with us since 3 months old and the oldest is currently 10 years old. There are a total of 30 children registered with us that use our services regularly.

Section 2

Highlights and lowlights of the programme so far

We worked long and hard researching and gathering opinions of service users and fellow professionals on their thoughts about what we wanted to do which was to develop a Mathematics Programme that could be shared with parents that they could do at home with

their child that was based on everyday activities and making them aware of what their children were learning from the experiences.

The initial time it took to put the packs together was lengthy and also a lot of persistence and trial and error to get it right. This along with the fact that getting them back from parents intact could be quite trying was off putting from the start but we soldiered on and ironed out the teething problems.

To introduce the programme to our parents we held a story and rhyme session for children and families to come along and then added information about the programme to the session so we could explain it face to face and answer any burning questions that they had. Because they had a fun session this went down really well and they were keen to get started.

The activities were very simple using day to day tasks but pointing out to parents which part of the tasks had mathematical concepts so that they were aware they were using mathematics as they did daily chores for example. Each pack had a sheet with an explanation on it, a short evaluation for them to fill in and a return date so that they could get another one. After a few teething problems this now works incredibly well and the parents are very onboard with it.

We have many packs of simple activities, some contain bits and pieces to use but most are with items that parents have at home and can use, we also gave all parents a notebook to keep at home for if they want to jot down some ideas they want to do again that they may forget.

We are very proud of how it works and how much more engaged the parents are with what we are doing in the setting and actually asking to join in rather than us trying to persuade them and that is all thanks to our Mathematics Programme.

Impact of the programme

- The children's mathematical development of the EYFS have had much better achievements in quite a short space of time.
- The staff are more motivated and knowledgeable in this area.
- The families are more engaged with the child's learning and want to help them

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

Yes most definitely, it has been very successful and something we can build on further by extending the packs and continuing with our programme

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

It has made me think outside the box, making changes for the better, evaluating how I do things now and how I can improve them to raise quality of my performance and the setting

Next steps

- Continue researching and updating knowledge in all areas not just in this one.
- Introduce new concepts over periods of time to stay motivated and fresh
- Continue to source training for myself and for staff to continue our own professional development.
- All members of the setting will be involved

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