

Case study:

Fledglings Lodge Maths champion



National Day Nurseries Association

Name of setting: Fledglings Lodge

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Information supplied by: Georgia Foster

Title: Maths Champion Program 2.0

Key points of your Maths Champions improvements

- We are now working with parents with 'Home Learning packs' sharing ideas and observations of their development
- Improvements have been made to staff knowledge, the environment and resources from the Audits
- The leader now feels more confident in teaching Math's in Early Years, how it links to all areas of learning and how to make math's more fun. I am also more confident to help and guide other staff members with teaching math's
- Children are showing more of an interest in math's, with new and fun activities and resources

Background detail

Fledglings lodge takes up to 16 children per day (2-5 years old). We are a small nursery located on the edge of a park. I took this course up as I wanted to feel more confident to teach maths in the setting and understand the learning intentions more and how it links to all areas of learning. I also felt that the staff teams outlook on maths was quite negative and no one felt confident, like myself, so I wanted to change this view. I wanted to achieve a more positive and confident outlook on maths for myself and the team, and for the children to feel the same way.

Section 2

Highlights and lowlights of the programme so far

We have changed a lot during the past year of doing the 'Maths Champion' program. We started by looking at the Audits we completed first, once we addressed what we needed to improve we:

- Made plans to get new resources, which were ordered quickly
- Staff wanted to become more involved with parents and the children's learning at home and they wanted to feel confident to do this- we have made Home learning packs to go home, but also have them in the setting- meaning that all staff can use them and then pass on feedback for how the child coped with the activity, and when parents have completed them at home staff can continue their home learning at nursery.

- Practitioners are more aware of how they can include math's in day to day learning, and as a team we have tried to make math's more fun for all the children- we now encourage children to count on their fingers, use stop watches and timers themselves to take turn on the bikes, children are encouraged to count how many children are in to set up the tables- finding the correct number of plates etc., and children count to tell staff how many pieces of fruit will be needed on their table.
- As a setting we have made more large visual posters and display boards of the children's work: photos they have taken themselves when on shape walks, height charts, tally charts of car colours and going on walks and marking off how many things they see- this has worked well as the children have been kept to help out and get involved as their work is then displayed for everyone to see.

A lot has worked well during this course, I feel that all staff have become more involved and thinking more about maths when setting up activities (e.g. clip boards, pens and calculators are now being set out in the office role play to encourage maths). Staff are showing more confidence and the core activities supplied by the Maths Champion program have given the staff the guidance and confidence they needed to carry out exciting a fun activity- the sinking and floating activity kept the 2yr olds attention for well over 25minutes. We also have used the pattern activity to practice rhythm and making patterns and children of all ages have taken part in this showing a very big interest. We had some struggles along the way, time being the main one. There wasn't always enough time to make the resources or to complete this maths champion online work. We found it easier for all staff members to get involved in making resources and shared them and ideas with our sister nursery to save them making the same resources. We also got the children involved to help make resources where possible (e.g. to paint pegs or help photo copy) and this proved positive as the children were keen to use the activity or take them home. The key learning points we have learnt from this course is that if all the staff members show an interest and positive attitudes towards learning that the children will follow and working as a team and bouncing off each other with ideas and feedback will help everyone.

Impact of the programme

Our environment has changed greatly during this course, we started by displaying numbers and shapes in the garden, inside, and on the toilet cubicles and all children have taken an interest in these- matching their numbered bike to the number on the wall and talking about what shapes they can spot in the toilets. We are also including maths in more of our display boards and activities that go on display. All of our maths resources we have made are in a draw for the children to access freely and all toys are available to be self-selected. The staff team are showing more positive attitudes and are working together to carry out activities. Some staff members identified that they still aren't feeling confident in certain areas but I feel that I now have the confidence and knowledge to guide and help them, and myself I feel I have a stronger knowledge of maths and how I can link it into all areas of learning and can find other ways to learn about maths rather than just doing activities sat at a table. Verbal feedback from parents has been positive because the 'Home learning' packs provide activity ideas and examples of learning goals each activity relates too, meaning the parents also have the confidence to carry out the activities themselves. After tracking all the children again, I can see that all 3 groups that were tracked at the beginning of the course (9 months ago) have all made progress moving into the next age bracket of their development, some even moving two age brackets up. All children, both boys and girls, have made progress across all areas of learning and I am confident that the maths champion program has added to this (e.g. the clapping patterns has improved their EAD development where we have been teaching rhythms). It

is great to see that so much progress has been made within 9 months and this makes all the hard work everybody put in worth it.

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

Yes, I started this course hoping my knowledge and confidence when teaching maths would improve. I can now join in the children play and know how I can add maths into it, or when observing the children's play see how they are including maths in it and when going out on walks or playing in the garden how to include maths. When tracking the children's progress, I now feel have more knowledge and the Audits that were carried out highlighted the areas we needed to improve.

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

The learning tutorial videos have given me more ideas on how we can include maths in the day to day routine and more fun ways of including maths to track the children's progress. I am now feeling more confident to guide the team and give ideas to help them feel positive towards maths.

Next steps

My next steps are:

- To continue to follow social media groups to give me new and exciting ideas to bring into the nursery
- Fill the audits out yearly to see if we need to highlight any areas that may need to be improved, and a way for me to make sure the staff are still feeling confident or have any worries
- Continue to work with parents by providing the 'Home learning' packs and asking for feedback, and proving another way to track the children.
- When doing the termly planning we will make sure children are still achieving in the math's areas, if any worries flag up, we will look into what the children need to work towards.
- Continue to make resources, activities and keep the environment full of math's.

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