

Name of setting: Huttoft Nursery

Date submitted: 19/8/19

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Title: The impact of taking part in the NDNA Maths Champions Programme upon staff confidence, provision and outcome for children.

Key points of your Maths Champions improvements

- Improved provision outdoors e.g. much better used of natural resources
- Creation of a Mud Kitchen
- Refreshing of resources e.g. number lines indoors and out
- Maths resources created by all staff members across all age groups
- Re thinking of how we display maths resources
- More confident staff in tracking and setting next steps
- Much more maths language used by staff indoors and out on a daily basis

Background detail

A little bit about your setting and why you joined the programme – what did you want to achieve from Maths Champions

We are a small village setting under school governance. We take children from age 2 years and on average have about 24 children on roll. We are open term time only from 8 30 am to 4 pm. We are situated along the east coast within an area of high deprivation. Almost all our 2 year olds are in receipt of funding for disadvantaged children. We rarely have any children with EAL but we do have a high level of children with SEND. I have been the teacher leading the nursery for ten years now and have a very settled team of great practitioners all trained to Level 3.

Section 2

Highlights and lowlights of the programme so far

What have you done? What elements have worked really well? What, if any, barriers did you come up against and how did you resolve these? What are the key learning points?

It has been a difficult year for the nursery because shortly after we enrolled upon the programme our Deputy Leader became very ill and has very sadly been on sick leave ever since. A second member of staff enrolled upon the course as she did work within YN & YR became the full time TA in YR and so also did not complete the programme. Obviously this has impacted upon staffing and resulted in my having had much less time to devote to the programme than I would have liked. So it has been frustrating in that sense and a little pressured at times! However, despite these difficulties we have plodded on and I am very proud of my team for the progress we have made.

Although time consuming, we have found and indeed continue to find the audits very useful and we will definitely continue to use these. Audits are so valuable in making you stand back and assess. It was hard to find the time to sit down and do these together though.

The online resources have been invaluable. I have begun to build up a bank of activities which have worked well for us. I do feel that it would be really useful to have access to these for another year though included in the cost of the Maths Champions Programme.

The online courses provided excellent CPD. On our first inset when the staff sat down to complete their first course I could feel the tension in the room! It was very much I don't want to do thisI'm really no good at maths. But when it was complete a real sense of relief and a feeling of: "It wasn't as bad as I was expecting! I think that I probably know more than I realised!" When the team completed Maths in the Early Years in England back in February I can honestly say that the impact of that training was immediately seen in practice – I observed much more mathematical language from staff members during routines and when supporting the children's play. Our Head teacher came in to carry out an observation shortly afterwards and she commented upon this in her feedback too.

I cannot move on from this section of the report without mentioning our Action Research Project which focused on the use of our Outdoor environment. When I look back I do not know how we found the time or energy to do this – but we did! I am really proud of how we managed to get our parents on board and of the parents with their fund raising efforts which has allowed us to create a Mud Kitchen area ☺

Impact of the programme

What has the impact been on your environment, your staff team/individual practitioners? What has the impact of the project been on children's development across all age groups or for your parents/families?

Our indoor and outdoor environments, both resources and lay out have definitely been refreshed and improved. We have much improved our collection and use of natural resources, We have re thought how we display maths resources. We are providing many more exciting open ended activities. Each member of staff has been involved in developing new resources. We have been reminded that little changes do make a real difference. As we have introduced new activities we have generally tried to link this to a photographic display of the children at play and learning – with simple speech bubbles and statements of what the children have been learning.. We had the board lowered too – so that it is now fully accessible to the children. Not a morning goes by when the board is not shared between parent and child – I am left wondering why I had not got around to doing this before!

It is difficult to say if the Programme has impacted upon outcomes for children. I am pleased with the percentage of children working at 40-60 months and I feel those children should exceed ELG's. I am not so sure about the results for the 2 to 3 year olds, I think that provision for that cohort needs closer scrutiny next year. But we 'lost' our room leader so obviously that has to be taken into account.

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

I wrote at the start of the programme that my wish was that at the end I wanted us to feel that our nursery 'had been spring cleaned in maths!' For all the staff to feel more confident about: especially setting next steps and supporting the children's mathematical development especially outdoors. I do believe that we have achieved this – I observe this in peer observations and in Tapestry on line observations on a daily basis and I think that the progress the children have made provide evidence of this.

I had also set out with the intention of improving the support we give to parents for home learning opportunities. To some extent I think we have managed this via Tapestry – the quality of the mathematical observations has improved and staff have become much more confident at setting next steps too and making home learning suggestions. However, I had hoped that we would be able to make and set up some home learning packs and a workshop or two for parents but there hasn't been the time or the staff so these will have to be carried forward to next year.

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

The whole self-evaluative process has been really beneficial and with Ofsted looming I do feel more confident. It's been a few years since I achieved EYP so it has been really good to revisit/improve those self-evaluative and leadership skills.

(A bit of a random comment – but I just wanted to record that I thought the eSafety course was excellent ; I am one of two DSL for our school and have recommended it to our Headteacher)

Next steps

How are you going to develop your practice further and why, what will the impact be? Who will be involved? How will your practice support good outcomes for children?

I think that I have perhaps already answered this question in the previous section. So I may be repeating myself here but for us it is going to be firstly a continued focus upon our outdoor provision and in parent partnership: I want to get those home learning packs and workshops on number and SSM up and running next year.

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