

Case study:

How Maths Champions has improved maths resources and delivery in setting.



National Day Nurseries Association

Name of setting: Little Learners Day Nursery

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Information supplied by: Rhianna Gardom

Title: Early Years Coordinator

Key points of your Maths Champions improvements

- ***Staff confidence has risen greatly around maths and delivering maths to the children.***
- ***Staff are aware of how to use the resources the setting has to provide age appropriate math opportunities.***

Background detail

Little Learners Day Nursery is situated in the town centre of Doncaster. The setting is on the Doncaster Deaf Trust site and has many links with the school and college. The setting also has links with many schools across Doncaster and will typically interact with over 20 schools with the children transitioning from this setting to school to begin their Reception year. With maths scores in Doncaster, at the end of Key Stage 1, being lower than the national average the setting wants to ensure that they are giving all the children the best start to their academic lives. So the management team at Little Learners has actioned the start of Maths Champions 2.0 to encourage the use of maths across the higher age ranges in setting.

Section 2

Highlights and lowlights of the programme so far

The audits and action plans have enabled me to identify which staff felt insecure around maths and enabled me to work more intensely with them. Although they have been time consuming they have been invaluable in ensuring that we get targeted support where it is needed most. There have been a small number of barriers including the questioning of some of the audits and why the practitioners were being asked about their confidence around more specialised aspects of maths that we will not use in the Early Years sector. Therefore some of the lower ratings are not a true reflection or do not need investigating to a greater extent as we will not be delivering these concepts back to the children in setting, unless specifically asked by the children in the Out Of School Club. I have ensured that we have books and resources based around Key Stage 1 and Key Stage 2 mathematics on site at all times to aid practitioners should they be needed. It is good that the staff have felt more confident in these areas as time went on and progression can only get better with *continued training and support.*

Impact of the programme

Since the start of the programme staff have a better understanding and knowledge of how to implement maths and I have been able to identify gaps in training and understanding for practitioners. This programme has strengthened the whole team and created a stronger bedrock in delivering math strategies with children and then passing the knowledge back to parents in order to achieve the best possible outcomes for every child.

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

Since joining the programme I have specifically worked on ensuring all practitioners have an increase in confidence in their delivery of maths to the children. Many practitioners highlighted a lack of confidence with different aspects of maths. I set up observation times and asked people who were more confident to lead small group math activities to demonstrate for others. The practitioners found it useful to look at their techniques and ideas to take back to their practice. We also distributed various activities that can be offered to children and families to aid maths learning at home.

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

I have learnt that I am able to lead staff in a way that will encourage them and support them to perform to the best of their ability. I have been able to demonstrate to them that they are in fact able to deliver math to the children in their care and I am now not afraid to implement change within setting to provide the best opportunities for the children across the ages.

Next steps

I aim to carry the action plans and audits forward beyond Maths Champions as I feel that it enables me to gain knowledge and factual data to the understanding of the practice we provide in our setting especially as the staff regularly move rooms with children as a part of the transitioning policy so some practitioners may be new to these age ranges and therefore may require training to build their confidence and abilities. This will mean that we continue to offer outstanding care and education for the children in our setting and are able to support math development into children's formal education years.

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National Early Years Enterprise Centre, Longbow Close, Huddersfield, HD2 1GQ.

Tel: +44 (0)1484 40 70 70, Fax: +44(0)1484 40 70 60, Email: info@ndna.org.uk, Website: www.ndna.org.uk, Twitter: @NDNAtalk,

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