

Case study:

Street Farm Day Nursery



National Day Nurseries Association

Name of setting: Street Farm Day Nursery

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Maths Champions Action Plan - Street Farm Day Nursery

Key points of your Maths Champions improvements

- Increased child-led Maths
- Enhanced Maths resources, signs and challenges
- Maths introduced in a cross-curricula fashion in the environment
- Increased staff confidence to support and challenge Maths across the EYFS
- Better understanding of how to adapt Maths for our baby room
- Introduction of a Maths co-ordinator to plan activities for children to widen their experience and opportunities to engage in Maths

Background detail

Our setting is a private day nursery set in a village within Suffolk. We are a 55 placed nursery per day and have three rooms: Baby Bunnies (0-2 years), Little Ducklings (18 months-3 years) and Farmyard Friends (2.5+ years), as well as catering for a holiday club. We joined the programme with the hope to use it to develop our Maths provision across all ages within our setting.

We identified the need for this course, through observations of children with EYPP and conversations with their parents, where maths was identified as an area for development to support these children. We wanted to further our own knowledge to support all children in our setting, as well as gaining knowledge to support the children who are emerging and exceeding within maths, in order to support and challenge their mathematical learning and development. As a result of this we wanted to achieve a maths-rich environment which supports all children's development at all ages and stages.

Section 2

Highlights:

- **Improving our Maths provision for all ages** through enhancing Maths in the environment, new resources and improving practitioner's knowledge and understanding of Maths to support children's learning. This has been thoroughly demonstrated through revisiting the audits at the end of the programme and through observations which demonstrate Maths being accessed regularly throughout the setting.
- **Teamwork.** This course has enabled us to work as a team to reflect on our Maths practice and identify areas for change. Practitioners have worked together to support this development, as well as supporting practitioner development in planning and implementing new Maths activities.
- **Time to reflect on current practice** throughout the course and identify improvements to promote mathematical development. This has been a highlight as the team strive to ensure the environment and resources are effective in supporting all children's development and are always looking for new ways to encourage children to engage in new concepts and activities.
- **Completing the core activities,** as they gave us as practitioner's new activity ideas and enabled us to create activity packs which can be used within the room for children, staff and parents. Also, it enabled us to work as a team to see how these could be implemented for different ages.
- **Introduction of a Maths co-ordinator** in our pre-school room to ensure the children are accessing a variety of different mathematical challenges and concepts. This has been a highlight in our Pre-school room as staff now feel all children are accessing Maths much more, and are able to gain a much better understanding of some Maths concepts which they have not accessed independently before. This has raised the teaching of Maths for our pre-schoolers which has been demonstrated through staff observing children using Maths in a variety of activities, both child-initiated and adult focused. It has also enabled us to be much more reflective of the Maths teaching in our Pre-school room and ensure it is being taught by all practitioners to increase confidence.

Lowlights:

- **Completing the BKSB tests** and the actions from the Self-confidence audit, as most practitioners were least confident with higher level Maths, however felt that these were not applicable to their roles or everyday life. To resolve this we discussed how we all use Maths and to what level within work and at home, to highlight key areas to focus on.
- **Timing due to nursery building project** running alongside the programme and moving rooms as we needed to ensure that we moved all the Maths resources we had created to the new rooms and check that all our actions were in place. In order to resolve this, each room ensured they planned where Maths would appear in their new environment and used the NDNA action plans and audits to plan for our new environments, ensuring Maths was present in all areas. We also worked with our management team who increased the ratio's enabling us to complete the transition between rooms.

- **Pressures from the action plan.** As a setting we wanted to utilize the Maths Champions course to its fullest to ensure we create a Maths-rich environment of a high standard and increasing staff confidence with the subject. This resulted in an extensive action plan as we wanted to enhance our Maths provision. In order to resolve this, we created smaller action plans within our three rooms to make our overall action plan more achievable, as well as enabling us to spend time to make our resources and implement them effectively. We also ensured that the whole team was included and they supported the Maths Champions in each room to implement the changes.

Impact of the programme

- More child-led Maths is observed through child-initiated and In the Moment observations. This has supported children in their Maths development within the EYFS.
- Enhanced Maths resources in all three rooms which is enabling the children to access a range of different Maths concepts and challenges, as well as enabling practitioners to plan new and exciting activities, further engaging the children in Maths.
- Increased Maths in the environment both indoors and outdoors in a cross-curricula fashion, facilitating children to access Maths during all activities and during daily routines.
- Increased practitioner confidence in widening Maths opportunities for children of all ages and stages of their development, and supporting practitioners in the planning of new activities to support all ages.
- Better understanding of how to adapt Maths for babies through introducing more Maths into their indoor and outdoor environment, as well as through song, stories and planned activities such as baking. The baby room has also increased the amount of signs and Maths activities available, which is further promoting Early Maths within our setting.

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

Yes, we have created a much more Maths-rich environment, enabling children of all ages to access Maths in all areas of the setting both inside and out. The staff are much more confident in widening the children's opportunities to learn about a variety of mathematical concepts which has been reflected in the children's 'In The Moment' observations which highlight a strong interest in Maths. The staff also feel more confident in support children across the whole of the EYFS and feel the increase in resources support a range of abilities.

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

The programme has developed our practice through encouraging our team to be reflective and critical of our environment in order to enhance our provision. The staff now feel much more confident in supporting children's Maths development across all ages and how to incorporate mathematical concepts and challenges in a cross-curricula fashion. The programme has enabled us to raise the standards of Maths provision in our setting which has had a positive result on the children and staff's development.

Next steps

Our next steps include:

- We will continue to use the audit tools to ensure our environment and resources are of a high-standard, enabling children to access these Mathematical concepts and challenges throughout the setting, and adapt them for the different ages and stages for the children in our setting.
- We would like to develop our practice to implement more Maths related home learning opportunities, to provide parents with new ideas to support their children's mathematical development at home through play.
- We plan to regularly review staff-confidence in a variety of areas of Maths and provide training as appropriate, to ensure all staff continue to feel confident in supporting all areas of Maths in and out of setting.
- We would like to rotate our Maths co-ordinator in the pre-school room to support all practitioners ideas and planning of Maths activities, as well as to look at introducing Maths co-ordinators in the toddler room, to widen children's access to a variety of Maths concepts on a daily basis.

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