

## Case study:

## Maths Championship



National Day Nurseries Association

**Name of setting:** Tinkerbells Bridge In

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**Information supplied by:** Sarah Boyd

**Title:** Maths Championship

### *Key points of your Maths Champions improvements*

- Getting the staff to audit their own environments and assess what they were doing well and what needed improvement. This was the most beneficial part of the course for us.
- From auditing our environments, we were able to create purposeful action plans that were easy for the staff to follow and implement.
- The course has shown us that mathematical development comes fundamentally from the practitioner's knowledge and understanding. Using our knowledge and understanding we have purchased resources and created our own. This includes number/shape bingo, 2D geometry, money snap and so on.
- I have created two large folders to support staff across all age ranges. One folder focusses on numbers whilst the other on shape, space and measure.
- We have a further learning at home scheme which has been filled up with math's activities that link to other areas of learning and development.

### Background detail

Tinkerbells Bridge Inn Setting is a large LCC Lead Practitioner nursery situated in Penwortham, Preston. We have 5 rooms inside our open plan building and a large outdoor area with a forest school. We wanted to take part in this course as wanted to reflect on our maths provision, assess what we are doing well with, and what we can improve on. Thus, then making the necessary improvements. We have been able to achieve this on this maths championship programme.

### Section 2

#### *Highlights and lowlights of the programme so far*

The highlights of this course have been the amount of information available on the resources section. We have enjoyed carrying out some of these activities and a lot of these are in our maths provision folders. Having a year to do the course has been necessary as we are an extremely busy nursery and at times it has been hard to keep on track with the programme. We don't really feel as though there have been any lowlights, it has been a steady project.

#### *Impact of the programme*

The course has impacted our environment but most predominantly our staff. The staff have more of a knowledge and understanding that everything links to maths. The staff are more confident in discussing and asking each other for ideas and support which is paramount. We have completely changed our environments which now include a lot of natural loose parts, the practitioners use these to support children's learning and development. We have added maths resources, instructions and information about the EYFS to support parents/carers knowledge and understanding of their child's learning and where their child is up to. Improving our environments, staff confidence and parent/carer involvement we are better supporting our children's learning and development with regards to number, shape, space and measure, alongside other areas of the EYFS.

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

Yes, the course has acted as an audit for us, supported us assessing ourselves and implementing changes. The course has a range of information and other courses for the nursery to do but the course is also very independent. The course allows you to personalise the information and use what is relevant to you and your practice. We have been able to make changes, different changes in different rooms and in the outdoor area. The main change is the understanding that it is the staff's knowledge and understanding that supports the child in the environment.

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

The programme has encouraged me to think how other areas link to maths. I have been thinking about how I can further link IT to maths. I have supported staff with using tablets and other technology more during activities. We are in the process of purchasing stop watches, torches and a bee-bot. The main impact the maths championship course has had on my own practice is that I have become more confident in my own knowledge and understanding of maths and I am able to confidently support and mentor my colleagues.

### ***Next steps***

At the moment, our next steps include:

- Purchasing the remaining items on our wish lists and use them in everyday practice.
- Encouraging the staff to use finger puppets more often to support counting.
- Continue to reflect on our math's provision
- Carry out regular peer observations which includes looking at interactions and mathematical language.
- Where appropriate display more mathematical language including positional language.
- Support children looking at patterns in their natural environments.
- The manager Jane Broughton is going to do another case study to support our staff thinking about loose parts and how this relates to all areas of learning and development, drawing upon maths. This case study will also be used to support staff at our sister nursery.

#### **National Day Nurseries Association**

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