

Maths Champions Case Study

Champion: Kelly- Ann Smith and Jo Lawrence

Setting: Happy Days Treloweth

INTENT
Introduction <i>A little bit about your setting, why you joined the programme and what you wanted to achieve from it.</i>
At Happy Days Treloweth we are a very busy 64 place nursery taking children from the age of 4 months to 5 years. We open for 51 weeks of the year from 7-6. We have a stable team of 23 practitioners whose ages and experience in child development vary greatly. The nursery has 3 age rooms our explorers (0-2), discoverers (2-3) and our adventurers (2-5), the nursery itself is in an area of deprivation within Cornwall and we have a high level of SEND need and SALT support. As a nursery our team thought it was important to look at our maths provision and knowledge as we want to always ensure that we are striving for more for our children and in previous nursery audits Maths is always an area that is needing to be more supported and that staff confidence is at its lowest in this area.
How did you decide what to do? <i>What did the audits highlight, what changes did you consider and how did you identify the change/s to be made? Did the changes you considered come from the online training or resources etc?</i>
Our nursery Maths Champions were chosen because Kelly is our adventurers room leader with the largest number of children in the nursery and myself as manager so that I would be able to have an overview for the whole team and support where appropriate both with staff training and resources/ activities. In previous audits maths has always come up as an area that children need more support in and it would be good to see where we would be able to close the gap for our nursery children. As Kelly and I were doing the online courses we soon realised that a lot of what was being said or demonstrated was being implemented, maybe using different language or having a different purpose/ outcome for the children for the children. We then completed the audits which supported what we had thought and we identified the areas that we wanted to support the main one of these was staff confidence in what they are doing. As part of the audit we also assessed our resources and realised that we had more than we thought if we were using things differently. The course helped us to realise that we were doing so much maths everyday and that we and our team should be a lot more confident about it.

IMPLEMENTATION

What did you change or implement?

Outline a positive change, or changes, that have taken place as a result of being part of the Maths Champions programme. How did you plan for it and what did you do? How did you plan to assess the benefit of the change on staff practice and children's experiences?

What have we done:-

- Purchased new resources and looked for different ways to use ones that we already had- especially using nature and outside objects as well as more real objects (bandages in role play, numbered cups in the water tray)
- Getting the team of staff to look at maths differently, giving them support to be confident in what they are doing and how they can extend most activities to involve number.
- Observations on common activities looking for maths in our practice and how we could extend and add more into what we already do
- Staff support- making up folders for each age group of activities that will include and extend maths to give the staff ideas and practical support. (we are going to carry this on by making parent packs and info sheets for parents)
- Used the core activities as part of our weekly planning and continuous provision so that all children would be involved.

IMPACT

The success and benefit of what you did:

For children

What has been the impact of the changes on children's learning and development? How has being involved in the programme made a difference for children in your nursery?

The children at our nurseries learning has been greatly impacted by doing this course and has helped us to look at it differently. As well as the children having access to new resources and activities, they now have practitioners that are more confident to deliver the activity to them.

It is not just maths that this course has improved for the children it has given them many more opportunities for learning, the children have been hearing and using lots more language.

Experience of new games has given them lots of social opportunities such as sharing

For families

What has been the impact of the changes on families? How has being involved in the programme made a difference for families whose children attend your nursery?

Parents are able to be supported with their children's development – staff help to support our nursery families with things to do , The activities have helped their children to develop friendships with others- moving forward we would like to extend our home learning to continue to provide activities for families

For staff

How has being involved in the programme made a difference to your staff team/individual practitioners? What has been the impact on their practice?

The biggest impact of this course has been on the staff at the nursery, with support they have been able to learn and extend their own knowledge and underpin things that they already knew.
The level of confidence has risen amongst the staff, and having the course broken down into smaller pieces, having videos to watch and core activities to be able to refer back to had made them able to develop professionally whatever their current knowledge is.

For the Maths Champion and Deputy Maths Champion

How has the programme helped you as Maths Champion and Deputy Maths Champion to develop your own practice? What has been the impact on your practice?

For myself and Kelly we have learnt a lot from the course, in the beginning it was reassurance that what we were doing as a setting was good but that there were things that could be improved.
Being able to step back and assess this one area at a time was able to put it into focus and see where we should be focusing on.
Being able to support the staff with ideas for activities and support to implement them has also helped us to recognise what our staff can and can't do and how we can support their professional development.

For the setting

What has been the impact on your environment?

Maths as a whole is now much more embedded into what we do, we are able to link all our activities with a maths outcome

Next steps

What further improvements might you make and how will you continue to monitor the quality of maths opportunities within the setting?

- We are going to carry on with embedding the maths into all activities.
- We will continue to train staff to create activities with a maths involvement.
- We would like to continue to further our resources and make more home packs that we can share with our parents.