

Maths Champions Case Study

Champion: Holly-Beth Mansfield

Setting: Eagley School House Nursery One

INTENT	
Introduction	<i>A little bit about your setting, why you joined the programme and what you wanted to achieve from it.</i>
	I am the manager of my setting. We are a private 69 place nursery consisting of 4 different rooms: Babies (0-18m), Toddlers (18m-30m), Preppies and Reggio (30m-4years). We are open from 8-6 all year round. As part of my role in management I aim to identify any gaps in learning I feel my staff need or any areas of development children seem to be lacking. The maths programme seemed to be an excellent opportunity for our staff to take part in something that would not only develop their confidence, abilities and knowledge but also have a long lasting impact on the children who are attend our nursery. I nominated myself as the Maths Champion and chose the phonics lead as a the deputy champion to help her enhance her role and knowledge.
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>
	Firstly myself and the deputy champion completed the online training courses so we could develop and consolidate our knowledge, ensuring we both knew exactly what we wanted to gain from the course. We both enjoyed the courses and could instantly see where our knowledge was lacking and also where our staff needed to improve their knowledge and environments. We made notes on what we wanted to do initially which was to increase staff knowledge. Next we completed the staff confidence audits with the room leaders and learning environment audits which agreed with what we were thinking. We realised the staff needed more confidence in their own knowledge and what activities they are delivering and why. We also felt the rooms needed more resources to support maths.
IMPLEMENTATION	
What did you change or implement?	<i>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?</i>
	We worked with each room individually to ensure room leaders felt confident in delivering maths sessions and also passing on their knowledge to other staff within the room. We began with a Room Leader meeting to find out staff's thoughts and feelings on the maths programme and showed them resources from the courses we had taken part in. We provided ideas on how to be creative in devising math props and gave examples and work together to create props. We also decided we would initially audit planning and environments weekly and gradually reduce this as staff became more confident. We also provided training meetings around mathematical language and how to prompt and promote this; we gave particular focus to our Preppies and Reggio room for the older children. We also provide training meetings on what mathematical language looks like for younger children in Toddlers and Babies, and focused on our apprentices to ensure they use the correct language. We placed hints and tips around the nursery and within the staff room to ensure knowledge was consolidated. We also aimed to observe staff, both planned and in the moment regularly to ensure mathematical language was being included. We identified where new resources were needed and where to place them both indoors and outdoors and began collecting and purchasing new items. We asked staff to create an area within their planning for staff to develop and/ or enhance each week based around maths. We identify areas to place numerals in around the nursery and printed off and laminated numerals for specific areas e.g. Construction area. We identified which rooms need more resources and

what type of resources are needed such as corks, pinecones etc. We aimed for staff to use resources in weekly planning.

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?

Children have shown an increase in engagement and enjoyment. They have begun including maths in their own play. The environments are now being set up to allow this independent mathematical development. Children are showing confidence and willingness to engage in maths rather than worry. The increase in resources has provided children with more opportunity and meaningful ways to play.

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 have commented and children's ability to recognise numbers and shapes out in the environment. They have noticed staff confidence in explaining mathematical concepts to them, even in the baby room.

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?

Staff engaged well in the room leader meetings and showed willingness to develop mathematics within the setting. We showed staff the activities they could use for various age groups and encouraged staff to think more deeply about how maths can be embedded with a variety of props. When monitoring planning we discussed and queries with staff to help with further development. Staff were observed weekly initially and also in the moment to encourage spontaneous mathematical development. Children are showing more engagement and enthusiasm towards maths. Staff showed more confidence overall in delivering mathematical activities and also explaining to other staff why certain activities are being delivered. Staff can now recognise areas of maths development they were unsure about in the past.

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?

This programme has allowed us both to develop our knowledge and skill set regarding maths. We have been able to help staff show more understanding of various concepts in maths and how to support this. The activity ideas provided helped with explaining concepts to staff members and the online courses were initially useful to help consolidate our knowledge.

For the setting

What has been the impact on your environment?

We have had lots of positive comments from parents regarding maths. Maths is more visible and spoken about across the setting.

Next steps

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

We will continue to monitor maths within the environment and on the weekly planning to ensure staff continue to embed this across the setting. We will use our knowledge learnt to support new staff members in embedding a mathematical culture within the setting. We will continue with a maths champion who can ensure this happens.