

Maths Champions Case Study

Champion: Eleanor Butcher and Ellie Hinchliffe

Setting: Inspirations Nurseries and Forest School

INTENT	
Introduction	<i>A little bit about your setting, why you joined the programme and what you wanted to achieve from it.</i>
	We are a forest school setting, primarily using the outdoor environment as much as we can. We are also Reggio Emilia inspired and we try utilising natural loose parts. We are a child led nursery; choice based. We have Forest school sessions twice a day and an Art studio where the children do project-based learning. We wanted to join the Maths Champions programme as at our last Ofsted inspection a recommendation was made to utilise all maths opportunities within our younger rooms. Our training manager saw the opportunity and asked if we wanted to do it. Eleanor and I put ourselves forward.
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>
	The audits highlighted maths opportunities that were missing from our setting and the training helped identify opportunities that could be used. We held meetings with room leaders who then filtered the training through to their staff. Lots of conversations were had about what we wanted to change as a nursery and how we were going to move forward.
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>
	There have been several positive changes that have happened since we started the Maths Champion programme. The baby room have incorporated more mathematical language in everyday routines, such as when getting children ready for outdoor play, 'let's put one leg in, now your second leg,' or counting out plates with the children and snack bowls. We had regular meetings regarding the training with our training manger. She helped to integrate this into the rooms as we are quite a large nursery. We have two baby rooms, a toddler room and a preschool room holding 40 children and we wanted to share the learning with everyone to benefit all staff and children. We met with room leaders once the audits were completed, and we assessed how we could use the programme resources to increase staff confidence and knowledge. Staff, when comfortable, would seek advice from myself and Eleanor on how we could help whether this was helping extend an activity or helping utilise maths conversation opportunities with our staff and children.

IMPACT
The success and benefit of what you did:
For children <i>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?</i> The impact of this programme on children's learning has been great. They are much more confident when using mathematical language. Staff have a greater understanding of what children know and can do which is helping to put effective next steps in place. The babies have a much more engaging environment with lots of opportunities for maths learning and have begun subitising. It was refreshing to have a reminder of how we can recycle and utilise resources we already have to give them a new lease of life for our children.
For families <i>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?</i> Our parents already have a good partnership within our Nursery. They were keen to know what their child knew mathematically and how they could support their learning at home. We have had lots of positive feedback on the maths activities we put on Iconnect for parents to do at home. They also like how we provide the children with a maths education city profile, where we can track their progress on the app. Overall I think the parents are happy we took part in the programme and it has given them confidence when carrying our activities at home too.
For staff <i>How has being involved in the programme made a difference to your staff team/individual practitioners? What has been the impact on their practice?</i> Staff have commented on the core activities and how many maths opportunities can be incorporated in everyday routine. They find it useful now having 'Champions' they can go to with to get support with maths ideas. It's been a good team bonding exercise working with all rooms more closely and get to know more about their routines as we are preschool based. The training manager has also had a meeting with us to go through the programme, so she is educated if one of us are off. The team have another designated person to go to.
For the Maths Champion and Deputy Maths Champion <i>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?</i> We have become a lot more understanding of practitioner knowledge and skills when it comes to carrying out maths. It has been nice to have things to refer to and has helped us to deliver the training within the nursery.

For the setting

What has been the impact on your environment?

The environment now has a lot more maths learning opportunities for our children and more knowledgeable practitioners.

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 use parts of the training we have saved to work on during the year.

We will regularly review our audits and look at different parts of the room we want to investigate developing further.

We will create a 'wishlist' of things we would like as a nursery which are a bit more expensive and seek them out second hand.