**Audit to support practice and provision for Mathematics**

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| **Setting name / address** |  | | | | |
| **Registration number** |  | **Current Ofsted outcome** |  | **Date of completion** |  |

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| **People involved in completing this audit** | |
| **Name** | **Role** |
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**Further reading, references and websites**

Westmorland and Furness,Support for Childminders, Early Years and Childcare Provision

[Support for Early Years and Childcare Provision](https://legacy.westmorlandandfurness.gov.uk/childrensservices/childrenandfamilies/cfis/earlyyearsandchildcare/supportforearlyyearsandchildcareprovision.asp)

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| Teaching is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and monitor their progress.  *Early Years Inspection Handbook for Ofsted-registered provision September 2023*  *School Inspection Handbook for September 2023* |

**Throughout the setting and when developing each area of provision, consider how you are supporting the characteristics of effective learning:**

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| **Playing and exploring – a child will be** | **Active learning – a child will be** | **Creating and thinking critically – a child will be** |
| Finding out and exploring  Playing with what they know  Being willing to ‘have a go’ | Being involved and concentrating  Keeping on trying  Enjoying achieving what they set out to do | Having their own ideas  Making links  Choosing ways to do thing |

| **Staff knowledge and attitudes** | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| All staff have a good understanding of how children develop mathematically |  |  |  |  |
| Staff are aware of their training needs for maths and focused CPD opportunities are provided |  |  |  |  |
| Staff use every opportunity to support, model and develop mathematical language and concepts |  |  |  |  |
| Staff support children’s mathematical thinking and problem solving |  |  |  |  |
| Staff recognise mathematical opportunities in all areas of the provision and promote a positive attitude towards maths. |  |  |  |  |
| Staff ensure that pictorial recording and mark making are encouraged as part of the learning process for mathematics |  |  |  |  |
| Staff actively promote parental understanding of ways to support children’s mathematical development at home |  |  |  |  |

| **Observation, Assessment and Planning** | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Staff use observation to identify what children know and how they use their mathematical knowledge |  |  |  |  |
| Staff use assessments to track children’s mathematical development |  |  |  |  |
| Staff use assessments to inform planning for mathematical development |  |  |  |  |
| Staff plan focused maths experiences to deepen mathematical understanding |  |  |  |  |
| Staff plan an environment which appropriately supports children’s differing stages of mathematical development |  |  |  |  |
| Staff motivate and support children to use maths throughout their play |  |  |  |  |
| Staff use everyday routines and real-life opportunities to support children’s mathematical learning and development |  |  |  |  |
| Staff reflect all their families and cultures in planning mathematical opportunities and experiences |  |  |  |  |
| Staff make adaptations to ensure all children are included in mathematical experiences |  |  |  |  |
| Resources and interest areas are labelled with words, pictures, and numerals |  |  |  |  |
| Staff understand that mathematics is not just about ‘right’ answers. Open ended learning is promoted, and children are encouraged to problem solve and test out their ideas through trial and error |  |  |  |  |
| Children are encouraged to ask questions, pose problems, and explore mathematical ideas in everyday situations |  |  |  |  |
| Children are actively encouraged and given time to explain their mathematical thinking to adults and children |  |  |  |  |
| Children’s mathematical ideas, interests and fascinations are followed up |  |  |  |  |

| **Enabling Environments – Displays** | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Interactive displays are used to promote children’s exploration and curiosity of mathematics |  |  |  |  |
| Displays celebrate children’s achievements in mathematics and support further learning |  |  |  |  |
| Displays include numerals that have been typed and handwritten by both adults and children. Numerals are displayed in English and other languages and scripts |  |  |  |  |
| Children have opportunities to display their own mathematical learning and mark making |  |  |  |  |
| Displays meaningfully highlight numerals, shapes, and patterns in the environment and in everyday life (inside and outside) |  |  |  |  |
| Visual aids, such as timetables, are used effectively to support children’s mathematical learning |  |  |  |  |

| **Enabling Environments – Resources** | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Investigation of maths is encouraged through a diverse range of resources and experiences, both indoors and outdoors |  |  |  |  |
| There is a balance between natural and commercially produced resources to support mathematical exploration |  |  |  |  |
| Staff consider children’s different levels of ability and interests when planning mathematical resources and opportunities |  |  |  |  |
| Staff plan an environment where mathematical experiences are in context e.g., preparing snack, baking, using money in role play etc. |  |  |  |  |
| Mathematical resources are accessible throughout the environment, as well as within the mathematics area (if available) |  |  |  |  |
| The outdoor environment complements and extends the mathematical learning indoors |  |  |  |  |
| There are resources and opportunities for mathematics to take place on both large and small scales |  |  |  |  |
| The mathematical resources within the learning environments are well organised, inviting and challenging |  |  |  |  |
| Carefully planned labelling and storage of resources provides opportunities for matching, sorting, counting and patterns as children are taught to access resources and return them independently |  |  |  |  |
| Opportunities for mathematical mark making are promoted on a large and small scale, both inside and outside, by providing clipboards, writing tool belts, chalk and whiteboards, rulers, graph, plain and squared paper etc. |  |  |  |  |
| Visual aids including number lines (starting at 0 and displayed horizontally and vertically), height charts and pictures of shapes etc. are displayed at child height, both indoors and outdoors |  |  |  |  |
| Resources to encourage ordering and pattern making are available e.g., a washing line at child height so that children can peg numerals in the correct order or objects to make repeating patterns |  |  |  |  |
| There are ‘collections’ of objects for children to investigate, sort, sequence, count and make patterns with, e.g., tubes, boxes, socks, coins, pebbles, shells |  |  |  |  |
| Children have opportunities to explore mathematics through movement, e.g., dance, obstacle courses, den-making, travelling games, construction on a large scale |  |  |  |  |
| A variety of resources and ‘targets’ to support scoring and the use of tallies, e.g., basket-ball hoops, beanbags, quoits, skittles are readily available |  |  |  |  |
| Large and small construction areas have visual images of things children can build, together with photos of children’s previous constructions.  There is a wide range of construction equipment, including reclaimed materials such as tyres, crates and wooden planks and tape measures, spirit levels, car number plates etc. |  |  |  |  |
| There are practical, hands-on opportunities to explore shape, space and measures through sand, water, play dough, clay etc. The use of different sized, shaped, and graded containers and weighing scales supports an understanding of comparative measure |  |  |  |  |
| Empty boxes and packaging, reclaimed materials, string, ribbon, and resources to encourage the exploration of pattern are available in the creative workshop |  |  |  |  |
| Opportunities to learn about numerals and shapes are explicit in small world and imaginative play through the use of a wide range of real resources such as a clock, calendar, telephone, money, maps, and road signs etc. |  |  |  |  |
| Books which support a range of mathematical concepts are provided throughout the learning environment as well as within the book area. Story props are available so that children can interact mathematically with the stories |  |  |  |  |
| Books/cards with the words of number songs and rhymes are in the book /music and sound making area. There are also number props e.g., five frogs, ten in a bed to support children’s mathematical understanding |  |  |  |  |
| Children independently access games supporting mathematical development e.g., lotto, snap, dice games, dominoes, track games. A range of jigsaws provide different levels of challenge. Games and jigsaws are changed regularly |  |  |  |  |
| Children have opportunities to explore mathematical concepts through the use of technology e.g., computer games, Beebots, calculators, timers, cameras etc. |  |  |  |  |
| Children are encouraged to talk about what they write and to ascribe meaning to marks. |  |  |  |  |

| **Improvement priorities** | **Agreed support** | **Timescale (from – to)** | **Success criteria** | **Evaluation** |
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