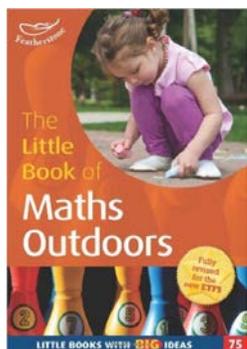


## Cbabiesafe – Maths Outdoors

Daphne Prescott, Manager of CBabiesafe in Hove, anticipated that only a small number of the 46 children on roll would qualify for the EYPP. After overseeing the collection of data for eligibility herself, in a one-to-one with each parent, Daphne was informed that three children qualified for EYPP and that none of the data submitted had been incomplete or incorrect. Of these three, one child was supported to make a smooth transition to Reception, with resources and staff hours for visits to the new school being paid for using EYPP funds. The needs of the two remaining boys eligible for the EYPP were carefully considered through review of developmental records and consultation with key workers and parents, before an EYPP support plan was put together for each. Daphne took ideas and headings from the formats suggested by Early Education and put together her own framework in which to collate information regarding EYPP plans and expenditure for each child. The framework focuses on an Area for Development with an Action Plan detailing expected outcomes and a section for the Evaluation of Impact with possible ideas for future development. “We wanted to make sure we stayed focussed on the needs of the EYPP children and thought we would achieve this best by clearly documenting our plans and expenditure for each child separately. We feel it’s a good starting point and will adapt the format as we go along if necessary,” Daphne explained. “It will also be helpful when we come to show Ofsted the impact of our interventions on the development of EYPP children,” she continued.



Key workers were consulted about the boys’ interests, the characteristics of their learning, their wellbeing, social interaction and development in the prime and key areas of the EYFS. For the purposes of this study, one of the children eligible for EYPP at Cbabiesafe will be referred to as Sam and his key worker as Roxanne.

Sam’s needs seemed to be around Mathematics. His key worker was concerned that he was not reaching expected levels of development in this area, particularly in shape, space and measure, when his progress was reviewed against statements from the Development Matters guidance. It also became apparent from his learning journal that Sam was not choosing to access maths activities offered in the setting and would only engage reluctantly with lots of adult support and encouragement. However, Roxanne had noticed his love of construction and small world play involving cars and trucks. Sam’s mother agreed that he was also reluctant to play with shapes and puzzles at home and said that his main interest was vehicles. She explained that they lived in a flat which did not have a garden, “That’s why he loves the garden here,” she said, “He can’t wait to get outside the moment he gets here!” Roxanne reviewed provision and realised that most maths activities were offered indoors. Further observations

*“Settings with fewer numbers of disadvantaged children attending may need to target the specific needs of individual children through the provision of specific resources”*

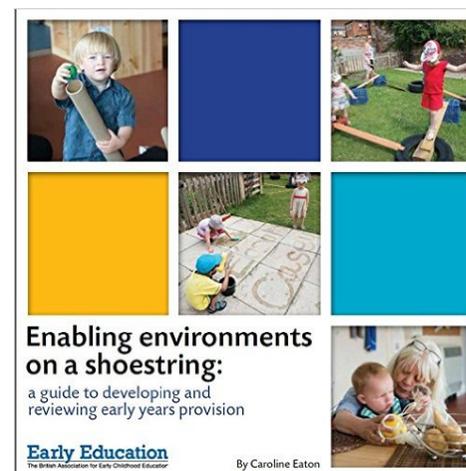
-Linda Thornton  
Early Years Consultant  
Nursery World

confirmed that Sam did spend all his time outside during free-flow play. The staff identified that Cbabiesafe would need to provide more maths outdoors if they were to engage him. Daphne pointed out that developing the outdoor area had been a recommendation from the setting's last Ofsted inspection and that she had been looking for ways forward in this area. "A 'Maths Outdoors' project would enable us to meet Sam's needs, whilst improving the quality of maths provision for all children and helping to drive practice forward for the setting itself," said Daphne.

Practitioners had moved small world and construction outside and Sam had become very involved in transporting wooden bricks using diggers and trucks. The bricks were limited in terms of their shape, size and quantity, and the setting felt that they needed to invest in some robust building blocks in a wide range of shapes, colours and sizes, suitable for outdoor use. Roxanne purchased a large set of interlocking play blocks tough enough to withstand weathering and outdoor use, in a variety of colours, sizes and 3D shapes which have extended his play in small world and construction to include learning outcomes in maths.

Since offering this new resource outdoors, as part of construction or small world, Roxanne has observed Sam handling the shapes and beginning to discover their properties. As part of his EYPP Support Plan she has also carried out some positive, adult-led interaction with Sam to draw maths vocabulary from his play and use maths language to describe and compare, further developing his concept of shapes. "Sam is choosing to access this activity himself so he's much more inclined to engage in adult interaction which leads directly from this...I can get him looking at shapes and comparing them when we have the new blocks out..... I've noticed he is interacting slightly more with peers and I think it's had a positive impact on his wellbeing too, it's as if he knows that we've listened to him."

Cbabiesafe are determined to continue their 'Maths Outdoors' project, building on this encouraging first step. Daphne plans to buy professional development for staff and invest in more resources based on further observations of Sam's progress, which are being gathered via Tapestry software and in his EYPP Support Plan. Impact will be measured against Development Matters statements, observations and photos of Sam accessing maths activities and may include before-and-after photos of the outdoor area to illustrate significant changes to provision outdoors in the near future. Success will be shared with parents by encouraging dialogue about their child's progress through Tapestry, by invitation into the setting to see the changes and new resources and by taking ideas for simple, fun, low-cost maths activities back into the home learning environment from stay-and-play sessions or workshops.



*- Many thanks to Daphne Prescott and the staff, children and parents of Cbabiesafe for their kind co-operation and the information they provided for this case study.*