

The **Maths Champions** programme, developed by the **National Day Nurseries Association (NDNA)**, is a year-long professional development initiative designed to strengthen early mathematics in nurseries, preschools, and school-based EYFS settings. The programme supports practitioners to build confidence, improve mathematical interactions, and create rich, playful environments that promote early number sense and problem-solving.

The approach is rooted in:

- high-quality interactions
- embedding maths in everyday routines and continuous provision
- developing confident, knowledgeable practitioners
- ensuring all children—especially those at risk of falling behind—develop strong early mathematical foundations

What the programme involves

Settings receive:

- **Training and professional development** across the year
- **Practical tools and resources** to embed maths in play
- **Support from NDNA advisors**
- **Opportunities to reflect, plan, and evaluate impact**
- **A structured framework** for improving maths provision across the setting

A designated **Maths Champion** leads the work within the setting, driving improvements and supporting colleagues.

Commitment required from Settings

1. Year-long participation

The programme runs across a full academic year, allowing time for training, implementation, and review.

2. A designated Maths Champion

Each setting identifies a practitioner or teacher to act as the Maths Champion. Their role includes:

- attending training sessions
- leading improvements in maths provision
- supporting colleagues
- monitoring progress and impact

3. Attendance at training sessions

The Maths Champion attends a series of online or in-person training modules spaced throughout the year.

These cover:

- early maths pedagogy
- embedding maths in continuous provision
- high-quality interactions
- supporting children who may be at risk of delay

4. Action planning and implementation

Settings complete an initial audit and develop an action plan. The Maths Champion leads changes to:

- environment
- routines
- interactions
- planning and assessment

5. Ongoing reflection and evaluation

Settings take part in:

- mid-point reviews
- reflective tasks
- end-of-year evaluation

This helps measure improvements in practitioner confidence and children's mathematical development.

Impact

Settings that take part typically report:

- increased practitioner confidence
- richer mathematical talk and interactions
- improved maths provision in continuous and enhanced areas
- stronger outcomes for children, particularly those needing additional support