

Maths Audit to identify the early years settings approach to maths

Leadership and Management	YES/NO	Comments/actions
Does the setting develop a positive attitude to maths across the setting, staff and children?		
Does the setting have a leader with good knowledge and understanding of maths?		
Is maths weaved in the day to day activities not an add on?		
Are there focussed and regular training around maths- including use of resources?		
Are regular maths audits carried out?		
Do managers regularly monitor children's mathematical development?		
Progress and Learning		
Are children encouraged to talk through maths problems?		
Do adults focus on listening to children and use the information to further their progress?		
Do adults focus on the language of maths eg more,less?		
Do adults start the day with problem solving activities as soon as children arrive?		
Are maths activities weaved into every play opportunities for younger children?		
Are children given feedback there and then during play opportunities?		
Are there effective assessment		

systems in place to assess children's mathematical development?		
Health, Happiness and Well-being		
Are there maths resources around the room for children to refer to when they want?		
Are there opportunities for maths to focus on real life experiences?.		
Is there a strong focus on maths within the environment?		
Do practitioners focus on talking to children to help solve problems?		
Is there numbers and words displayed around the environment?		
Working together		
Do staff do planning together to incorporate maths?		
Are parents informed of how to support children's mathematical development at home?		
Are there good links with schools for continuity in learning?		
Are children learning journeys shared with parents to understand their child's mathematical development.?		