

Ottaway

April/ May 2025

Roof top  
nursery

Roof Top Nursery

Happy birthday  
to  
Galad &  
Sienna  
Idris. Noa.  
Jasper



## Welcome back



A warm welcome back to all children, parents and carers. We hope you had a great holiday and look forward to making some great memories and having a fun-filled term with the children!

## Inset Day training

This Inset day, we had 3 training sessions on the following topics:

1. Solihull/CHAMS presented by our special guest Cecila from the NHS, focusing on supporting families' relationships to improve outcomes.
2. Makaton workshop by Leandra Rodrigues, training staff on how to incorporate this into our nursery routine.
3. Effective behaviour management with a 2-year-old presentation by Faiza Shad.
4. Manual handling by Bushra Mulla.



Inset days are planned according to staff needs, and staff are given opportunities to share good practice and give meaning to what they learn through group discussion and exercises.

Following the sessions, staff feel more empowered to take on the term with fresh ideas shared by Hafiza and other staff members, who all put a lot of time and effort into each training session and making sure every detail of learning is explained in line of research and child development, inspiration given in the training sessions helps build confidence within staff to implement the new changes to further enhance the learning and development in the setting

**Below are some comments made by the staff team in relation to the training**

"Learnt a lot of different sign language which could be used to support my children"

"Understanding and implementing mother duck"

" Learning some Makaton signs and start using them with the children"

I've learnt about the 3 key principles of Solihull"

"Learnt about managing child's behaviour"

## Solihull/CHAMS – supporting family's relationship to improve outcomes by Cecila & Hafiza



The training covered the three prime areas of the Solihull Approach: containment, reciprocity, and behaviour management.

- **Containment** is when someone receives and understands another person's emotional communication without becoming overwhelmed, and then responds in a calm and supportive way.
- **Reciprocity** refers to the meaningful back-and-forth interaction between a baby and an adult, helping build strong, trusting relationships.
- **Behaviour management** is a natural part of child development, where adults help children learn self-control so they can take part in daily life and social settings.

We built on staff's existing knowledge by introducing more complex situations, including how to handle challenging behaviour in children and how to communicate effectively with parents during emotional or difficult moments.

The session also included group discussions and time for reflection. Staff were encouraged to think about how the children in their rooms might feel, why they might act in certain ways, and what strategies we can use to support them effectively.

### Makaton by Leandra Rodrigues

Makaton is a simple and effective form of communication that uses signs based on British Sign Language. This session served as a refresher for existing staff and an introduction for new staff, highlighting the benefits of using Makaton in our setting. We looked at how to sign common words such as *mummy*, *daddy*, *brother*, *sister*, *toilet*, *please*, and *thank you*. Staff had the opportunity to practise these signs and discuss how to include them in our daily nursery routine. We decided to focus on teaching the children two Makaton signs each week. More experienced staff demonstrated how to use Makaton to form simple sentences, and how signs can be included in group sessions and Storytime to support children's communication and understanding.



### Manual handling by Bushra Mulla

We discussed the importance of safe manual handling procedures and how we can support staff in following them. It's essential to handle tasks like lifting, pushing, pulling, or moving objects safely, especially in a nursery setting where these actions are part of our daily routine. This includes lifting children, moving furniture, and setting up or changing the room layout. Since staff regularly carry out these tasks, it's important that everyone understands how to do them correctly to avoid injury and maintain a safe working environment.

### Forms to return:

1. Staff award vote letter
2. Trip to London Zoo
3. Mayors award consent



### Male Carer's Day: On Friday 13<sup>th</sup> June, 8.30 – 10.50 am- keep your morning free!

**Male Carers Day/Carers Day** is a great opportunity for carers such as **fathers, uncles, grandfathers, aunts, grandmothers, nannies, etc**, to come along to the nursery and spend quality time participating in **fun activities** with the children. There will be special gifts for all carers who attend, and food will be provided.

### Photo shoot on Tuesday, 1<sup>st</sup> July 2025 at 9 am.

We will have a nursery photoshoot that includes group, sibling, and individual photos too if requested. Please look out for the form we will give out soon.

If this is not your child's usual nursery day you are welcome to drop them off at 9 am and pick them up by 10 am so they can be part of the group photo.

Be sure to dress your children in **bright and colourful clothing** to stand out!

Please ensure your child arrives by 9 am to avoid missing the group photo.

### Our Graduation Ceremony for Star Room Leavers

We are fast approaching our graduation ceremony for Star Room leavers. The children that will be graduating will have a special ceremony on **Monday 14<sup>th</sup> July which the parents of leavers will also be invited to attend.** The ceremony will begin with a speech by Hafiza at 1 pm. The parents of those who are leaving will be invited to attend this ceremony. We will inform parents of further details soon.

**We are looking for a volunteer to bake a graduation cake & an entertainer for the children for this special occasion. Please get in touch if you would like to help us out.**

## Policy & Procedure / Top Tip for Parents

### Roof Top Nursery – Physical/ Outdoor Policy and Procedure

#### **Promoting Physical Development Through Outdoor Play at Roof Top Nursery**

Research indicates that children today are generally less physically active, which can contribute to a range of health and developmental concerns such as heart disease, osteoporosis, obesity, diabetes, low self-esteem, and delayed motor skills.

However, studies also show that when children develop healthy habits early in life, these habits are more likely to continue into adulthood. Active children are not only healthier but also happier and more physically confident.

At Roof Top Nursery, we actively encourage the development of gross motor skills as part of our commitment to promoting physical development and a healthy lifestyle. Our children benefit from regular access to outdoor environments and fresh air, which play a crucial role in their overall well-being.

We recognise outdoor activity as a vital aspect of a child's development, offering the following benefits:

- Encourages the development of a healthy and active lifestyle, which can extend into adulthood.
- Provides opportunities for physical activity, movement, and exploration.
- Fosters confidence and a sense of well-being.
- Enhances social interaction and the development of skills such as cooperation, negotiation, and turn-taking.
- Supports learning through physical movement and activity.
- Connects children with the natural world, offering unique experiences such as open-ended play and exposure to various weather conditions and seasons.

#### **Outdoor Access and Timetables**

Children are given multiple opportunities throughout the day to enjoy outdoor spaces. Each room schedules its own visits to local parks, forest play sessions, and other surrounding areas.

#### **Outdoor Play Schedule (Ages 2–4):**

##### **Morning:**

- **Star Room:** 9:00 am – 9:40 am
- **Rainbow Room:** 10:30 am – 11:45 am
- **Sunshine Room:** 10:40 am – 11:20 am

##### **Afternoon:**

- **Star Room:** 12:30 pm – 2:00 pm

##### **Evening:**

- **All Rooms:** 3:30 pm – 5:30 pm

#### **Free Flow Outdoor Access:**



During the summer months, children are encouraged to stay outdoors for extended periods and only return inside when necessary for meals, naps, or toilet use.

For children under 2, outdoor playtimes are more flexible and guided by their individual needs, interests, and routines.

**The opportunity to play outside, throughout the year, in all different kinds of weather, is as important as playing inside; some of the best learning can only happen outside.**

At Roof Top Nursery, we believe outdoor play is just as important as indoor learning. In fact, some of the most meaningful learning experiences happen outdoors. We embrace all weather conditions, encouraging children to splash in puddles, build snowmen, and engage in playful exploration. To support this, the nursery provides raincoats and wellington boots for all children.

### **Risk and Challenge in Outdoor Play**

We believe in the value of carefully planned, age-appropriate risk-taking, or “risky freedom,” which enables children to explore their limits, build self-confidence, and develop independence. Activities such as balancing beams and obstacle courses offer physical challenges that are both enjoyable and developmental.

### **Our Commitment to Physical Development**

Physical development is embedded in every area of our nursery through purposeful, engaging activities. We are committed to promoting **physical literacy** - the ability to move with competence and confidence in both indoor and outdoor environments.

#### **Types of Physical Play:**

- **Objective Play:** Includes throwing, catching, striking, construction play, and developing fine motor skills.
- **Exercise Play:** Encompasses climbing, running, chasing, tricycle riding, pushing, pulling, digging, and supervised rough-and-tumble play.
- **Expressive Movement:** Activities such as dance, gymnastics, yoga, and Tai Chi that promote creative movement and body awareness.
- **Outdoor Education:** Encourages children to engage with the natural world through forest play, mud kitchens, park visits, and other hands-on, immersive experiences.

### **Bonus Classes to Enrich Physical and Emotional Development**

- In addition to our core physical development program, we offer a range of *bonus classes* designed to further support children’s autonomy in play and holistic growth.
- These include **Forest Play**, which offers rich opportunities for mental, emotional, and physical development by encouraging children to connect with nature through exploration and open-ended play.
- We also hold regular **Yoga sessions**, which focus on mindfulness, balance, and coordination, promoting both physical strength and emotional well-being.
- Our **Music sessions** further reinforce the benefits of movement and rhythm, supporting motor skills, self-expression, and social interaction in a fun, creative environment.

*Please refer to handbook STEP into purposeful play – promoting physical literacy handbook in the office for further ideas.*

#### Theme: Easter

The children participated in an Easter theme, learning about eggs, which are a symbol of new life and rebirth, representing the resurrection. This is marked by a Christian celebration of the resurrection of Jesus Christ. The children participated in fun activities such as decorating an easter basket, taking part in an easter egg hunt, egg and spoon race, learning about spring animals and hatching.



#### Life cycle of a hen

##### Understanding the world

Star room children participated in learning about the life cycle of a hen. Marley, Teddy, Romy, Juliet and Leif were drawn to the props on the table. The practitioner explained to the children that they were going to learn about the life cycle of a hen and showed them props and images. The practitioner first talked about eggs as she showed the children an egg and asked the children where eggs come from and Juliet replied, "Chickens". The practitioner drew an egg on her paper plate using a marker pen. When she was showing the egg, the children who were playing started showing interest and also gathered around the table, listening in. Maya said, "Eggs come from farms". The practitioner passed the marker around and asked the



children to draw an egg. Leif said it was an oval shape, and he first started drawing his egg and then passed it around to his peers to do the same. The children used glue to stick some hay underneath their eggs.

This was a great activity for the children to learn about the life cycle of a hen, or chicken, which helps children [develop an understanding of growth, decay and changes over time](#) in animals. It also introduces them to key vocabulary related to animal reproduction.

Furthermore, exploring the life cycle of a chicken can foster an appreciation for the natural world. The life cycle of a chicken demonstrates a fundamental biological process, helping children understand that all living things have a life cycle, involving birth, growth, reproduction, and death.



## Egg and spoon race

### Physical development – Moving and handling

The practitioner set up a fun physical game for the children, an egg and spoon race and the practitioner demonstrated how to play, the aim being to run with the egg on the spoon without dropping it. The children played in groups of three. They enjoyed this activity, and they felt pride when completing the race with their peers. The children were willing to “have a go”, seeking challenge and showing a “can-do” attitude, persistent in trying again until their egg

remained on the spoon and did not drop. It's a great way to develop children's hand-eye coordination, balance and their ability to follow instructions.



## Minibeast

The children participated in a minibeast theme as part of Spring, as they have started showing interest in exploring different insects during outdoor play. They have participated in activities learning about the life cycle of insects and taking part in a minibeast hunt. They have also continued planting and learning about how plants grow, which we will continue throughout the season, along with starting the gardening project, playing with a mud kitchen set up outdoors and also restarting our Forest play sessions.



## Life cycle of a butterfly

### Expressive Art and Design - Creating with materials/Understanding the world

The children participated in an activity learning about the life cycle of a butterfly. The children who showed interest were Juliet, Romy, Teddy, Eli and Marley. The practitioner first read the story of The Very Hungry Caterpillar, and they listened carefully to the story, understanding that living things go through cycles of growth and change.





The children learned scientific vocabulary and concepts, identifying and naming the different stages of the life cycle, such as egg, caterpillar, cocoon, chrysalis, and butterfly. The practitioner provided some resources for the children to form their craft work, such as paper plates, PVA glue and glue sticks, leaves, pasta, beans and an image of a butterfly. The children spread the glue around their paper and independently selected their resources to form the life cycle of a butterfly. The children were able to describe the changes that occur at each stage, fostering curiosity and a desire to understand how these changes happen. Some children were able to do this in order, [learning to sequence the stages of the life cycle in the correct order, reinforcing their understanding of cause and effect](#). The children used the scissors confidently to cut around to make an egg and stuck the egg onto their leaf. Teddy said, “Just like in the book”, as he remembered the beginning of the story where there was an egg laid on a leaf. Juliet said, “Pop came out as a very hungry caterpillar”, also [remembering and recalling the story](#). This activity was a great way for the children to learn new descriptive words to explain the changes in different parts of the butterfly.



### Jelly play with insects

#### Communication and language – Speaking

The practitioner set up an activity with a tuff spot, jelly, insects, tweezers and bowls. They squashed the jelly with their hands. Ihsaan held some jelly in his right hand and an insect in his left hand. He held it up to the practitioner to see and said, “Look, I made insect jelly”. Elyas used both of his hands to squash the jelly in the bowl. The practitioner asked him how it feels. He replied, “It's soft”. He then added some flies and bees to the jelly and started to put the jelly on the insects. He said, “I'm hiding it”. Eli used a spoon to scoop up the jelly to pour it into the bowl. He used his left hand to hold the spoon in a pincer grip. Juliet used her left hand to pick up the insect and place it in the bowl with the jelly. She then used both of her hands to press the jelly in the bowl. The practitioner asked Juliet what she was doing. She replied, “I'm pressing the jelly”. The practitioner asked her how it feels. She replied, “It's squashy”. [To expand your vocabulary for sensory descriptions, focus on engaging all five senses – sight, sound, smell, taste, and touch – and then explore a range of descriptive words for each.](#)



### Human body

Star room children learned about the human body, inside and out, as the children showed curiosity, talking about it during free play. Therefore, the practitioner provided activities to support their interest in learning and





understanding the body's structure, function, and the link between body parts and their roles. The children learned about how different body parts work together and contribute to overall health and well-being.

## Making a human body using pasta

### Physical development – Health and self-care

The children participated in an activity learning about the human body and what the organs do, using a model of the human body and a book about the human body as a reference point. The children who showed interest were Ihsaan, Mia, Teddy and Marley, Maya, and East participated afterwards.

This activity aimed to introduce the children to and learn about their bodies, and they were able **to name and identify different parts of the body**. For example, when the practitioner asked the children, 'Who can show me their elbow, hip and ankle?', some children were able to point to them.

They learned about external and internal organs. For example, they learned that their skin is the biggest organ of the body, and it's an external organ because it's located on the outside of the body. Other organs, such as the brain, lungs, heart, liver, stomach, intestines, pancreas, and kidneys, are called internal organs because they're located on the inside of our body.

The children were provided with paper, glue and different types of pasta to form a body. The practitioner spoke to the children about bones and showed the children what a spine and ribcage look like. They learned that our ribcage protects our organs.

Teddy said, "heart gives blood to our body". Marley said, "I am making a long body with the pasta". Idris said, "We have two hands". Leif said, "All the organs in our body are very important because it help us function and move." Eli said, "I have two legs and two feet." The children engaged with excitement and curiosity in this activity.



## Learning what's inside our body

### Physical development – Moving and handling

The children participated in an activity learning about what's inside our bodies, such as our organs. The children who showed interest were Leif, Leo, Eli, Idris, Elyas, Marley, Juwairiyah, Ihsaan and Romy. The practitioner spread out a large piece of paper on the floor and asked the children who

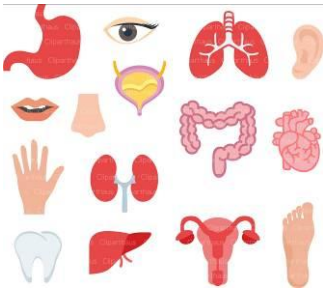
would like to lie down so we could trace around them. Marley volunteered as she happily allowed the practitioner to trace around her. They were asked if they wanted to name the body, and the children said yes, and Leif said, "Let's call him Bob".

Next, they were shown a 3D human torso anatomy model with removable organs which helped the children to briefly learn about the main organs. For example, they were shown a heart and they learnt that the heart pumps blood around our body. Leif said, "When you run fast, your heart beats very fast", being able to **describe in words or actions the effects of physical activity on their bodies**.

The practitioner asked the children if they knew where the heart is, they then touched their chest area and felt their heartbeat.

When they were shown a heart, Marley said, "That's not a heart shape. The practitioner responded, "That's right, it looks completely different". Leif

wanted to draw the heart, so the practitioner provided crayons, and Leif drew a heart on Bob on the chest area, a bit towards the side.



Next, the practitioner showed the children a brain and explained that the brain controls the whole body and helps form our thoughts and emotions. Leif said, "The brain is what we remember with". The children were asked where their brains were and they pointed to their heads. They learned that

our brains are inside our skull, which protects the brain. Juwairiyah wanted to draw the brain and drew it on Bob's head.

Next, they were shown a liver and learned that it produces energy, stores nutrients, and removes toxins in our body. Marley asked; "What are toxins?" The practitioner explained that toxins are things that can cause harm to our body.

Marley drew the liver on Bob as the practitioner explained that the liver is located above our stomach and below our lungs.

The children were then shown lungs, and learned that we have two lungs, just like we have two kidneys. The practitioner explained that our lungs help us breathe in and out and exchange oxygen and carbon dioxide. All children practised breathing with the practitioner and observed

how long they can hold their breath for, **controlling breath and being able to take deep breaths, scrunching and releasing the breath**.

After being shown where the kidneys are, Elyas wanted to draw the kidneys, and the practitioner showed the children the last organ, which was the intestine, explaining that it looks similar to our brain and that our brain is connected to our guts. Leif asked, "What are guts?" The practitioner explained to the children that it helps to break down food and absorb nutrients, she also explained to the children it's where the poo comes from and Romy wanted to draw it on Bob.





All the children listened very well to the practitioner, and they all showed a lot of curiosity in learning about each organ and asking lots of questions, so it's a topic we will continue to learn and explore.

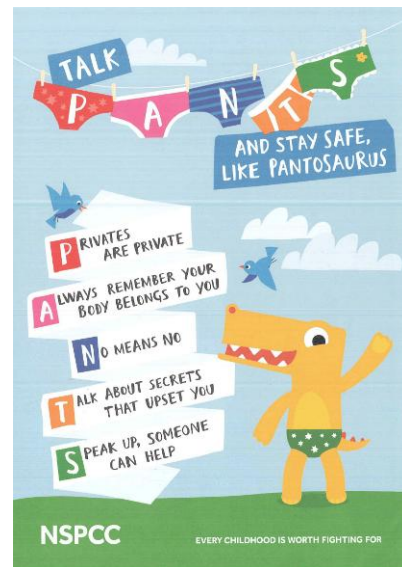
## Learning about pants safety

### PSED – Sense of self



As part of our human body theme, the children participated in an activity where they learned about pants safety. The children who participated were Leif, Juwairiya, Marley, Maya and Teddy.

The practitioner first showed the children a book, which we picked up from the library, called 'Monsters Love Underpants'. The children were shown a page with pants of different shapes, sizes, colours, and patterns, and the practitioner explained that we wear pants to cover our private parts, that we should not show our pants to anybody and that we should say no if someone wanted to see them.



As most children will be transitioning to school soon, we discussed closing doors when we use the toilet and pulling our pants down and up inside the bathroom. They also watched a video of pants safety called 'Pantosaurus' on the NSPCC website.

They enjoyed singing the pants song and were given some paper and crayons to draw pants. The practitioner placed the book 'Monsters Love Underpants' in the middle of the table for the children to see whilst drawing. Juwairiya used a pink crayon and drew mermaid pants. Leif used a blue crayon and drew a swirly pattern on his pants just like in the book. Marley drew four different pants, dotty pants, heart pants, flower pants and swirly pants, using different coloured crayons. Teddy drew three pants, Spider-Man pants, and two monster pants, also using different colours. Maya drew some scribbles using orange and said, "I have a book at home, and this is silly funny pants". The children enjoyed participating in this activity, learning about pants' safety rules.

### The Pants safety rule:

**P**rivates Are Private





**A**lways Remember Your Body Belongs To You

**N**o Means No

**T**alk About Secrets That Upset You

**S**peak Up, Someone Can Help

Please feel free to visit the NSPCC website for further information and can also discuss this at home with your child.

Links for parents: Please have a look at the NCPCC website for further information:

[Let's talk PANTS with Pantosaurus! | NSPCC](#)

### Bonus classes

#### Forest plays extra curriculum session.

Dear Families,

As the Forest Play lead and educator over the past decade, I have had the privilege of witnessing the powerful impact that nature-based learning has on children's development. These sessions have consistently reinforced the value of **child-led, open-ended learning**. In the forest, there are no predetermined outcomes children create their own experiences, and I am there alongside them as a **facilitator, observer, and co-learner**.

This approach aligns closely with the principles of the **Early Years Learning Framework (EYLF)**, particularly:

- **Outcome 1** – Children have a strong sense of identity
- **Outcome 2** – Children are connected with and contribute to their world

Through activities such as climbing trees, collecting natural materials, using natural resources to make sculptures and artwork, or simply observing bugs and birds, your child is:

- **Building strong bodies** by developing balance, coordination, and motor skills
- **Growing confident and resilient** by taking safe, age-appropriate risks
- **Strengthening communication and teamwork** through open-ended social play
- **Learning to care for the environment** through meaningful, hands-on interaction with nature
- **Expanding imagination and creativity** by using natural materials in storytelling and dramatic play
- **Enhancing emotional well-being**, as time in nature supports calmness, focus, and joy

Forest play encourages children to **slow down, observe, question, and connect** with themselves, with one another, and with the world around them.

It has been deeply rewarding to see your children's **curiosity flourish** and their **independence grow** in the outdoor environment. Thank you for supporting this vital and enriching part of our extended curriculum.

### On the way to Forest play:

Star room children have now started Forest play session this term. Fourteen children and five practitioners attended with our Forest Play lead (Hafiza). The children felt excited and observed their environment while walking. The practitioners spoke to children about road safety. Whilst the children were walking, they noticed broken glass on the floor. Leo asked, "Who did it?" The practitioner replied, "Not sure, but I'm sure it was an accident". Leo said, "We don't step on it, you can hurt your feet". Teddy then heard Leo and said, "You will hurt yourself if you have bare feet". The practitioner replied, "That's right, and that's why we wear wellies to protect our feet". Marley said, "You must be careful if you have sandals",



[showing understanding of the need for safety](#). When the children arrived at the park, their harnesses were taken off, and they made a straight line while walking through the grass. Once the children were positioned in a line, they did a race as Hafiza said, "on your marks, get set, go", and all children ran through the park. When Hafiza called out, "stop", all children froze steadily, listening carefully to instructions.



### Circle time:

The children sat on the log, whilst two adults did safety checks around the area, and Hafiza placed safety tape to cordon off our play areas. The children were offered some water at the time. The practitioner spread a sheet on the grass where our designated camp base was, and the children formed a circle to talk about the forest play rules. Hafiza asked the children if they remembered some forest play rules: 'no picking, no licking', 'no passing through the red tape'. When asked what to do if they see a dog or a bee, the children replied, "X Factor" whilst crossing their arms. Maya said, "You do not look into the dog's eye". Hafiza asked, "What will happen if we pass the red tape?" Teddy replied, "A stranger will take you". Sinea said, "A lady with a baby is okay", and Hafiza replied, "Anyone you don't know is still a stranger", [understanding questions such as who, why, when, where, and how](#).





## Mud painting



The children were then divided into two groups and offered a choice between **mud painting** and **log climbing**, allowing them to exercise autonomy and make decisions based on their interests. Those who chose mud painting eagerly gathered around Hafiza, who had thoughtfully prepared the area with buckets, paintbrushes, water, and spades/shovels.



Each child engaged with the materials using their **independent problem-solving skills**, scooping mud from the ground, carefully placing it into their buckets, and adding water to achieve the right consistency for painting. With great enthusiasm, they dipped their brushes into the mixture and began decorating the logs, fully immersed in their creative expression.

As they worked, the children demonstrated **collaborative play and social awareness**, patiently waiting their turn for a shovel and helping one another

by passing tools when finished. They manipulated a range of tools, including paintbrushes, spades, and buckets, with increasing control, strengthening their **fine and gross motor skills**, **hand-eye coordination**, and **bilateral hand use**. [manipulating a range of tools and equipment in one hand, including paintbrushes.](#)

## Log climbing:



While some children were doing mud painting, the rest enjoyed climbing the log. Some of the children did it independently, and some needed assistance from the practitioner. Maya climbed on the log on her hands and knees. She

then balanced on her feet and took a few steps. She stopped and asked the practitioner for help. Then, with the practitioner's help, she walked along the log, jumped off it at the end, and landed forward on her feet whilst bending her knees. Marley also walked along the log whilst holding onto the practitioner's hand. Elyas shuffled on his bottom along the log.

When he got to the end of the log, he asked for help from the practitioner because he wanted to jump off the log. The practitioner guided Elyas by helping him stand up and jump off. Teddy was balancing on his knees on the log. He did it independently. Sienna walked along the log by herself and jumped off the log backwards by turning her body around and pushing herself back to take a





jump. Juwairiya, with the practitioners' help, walked along the log, jumped forward, and landed on the grass on her feet. The children chose to move in a range of ways, moving freely and with confidence, such as slithering, shuffling, crawling, walking, jumping, and sliding.

### Mini beast hunt:



The children participated in a minibeast hunt. They were given a sheet and a marker pen and ticked off what they found. The children first went to a tree with many ladybugs on it. The practitioner explained that this was a ladybug tree and that you should not touch it, as it has a sticky plant and would make you itch. The children were fascinated by this and counted how many ladybugs were on it. The children had a magnifying glass and observed the tree for other insects. Leif had mentioned wanting to see the black ladybugs with red dots. The children found worms, butterflies, and other fascinating insects. For example, the children found a big beetle on



Hafiza's shoulder, and it flew away. The children were able to talk about some of the things they have observed such as plants, animals/insects, natural and found objects.

### Hide and seek:

At the end of the forest play session, the children played hide-and-seek. They split into two groups and hid with a practitioner behind some logs. Hafiza counted and then went to find the children who were hiding. She called out "Where, oh, where are you?" The children then replied, "We are, we are here," bending their heads down and hiding quietly. Once Hafiza found the first group, those children went with Hafiza to find the second group, hiding, representing and recreating what they had learnt about social interactions from their relationships with close adults, in their play and relationships with others.



Overall, the Forest play sessions offered a rich, multi-sensory learning experience that supported the children's development across several key domains in a playful, nature-based setting. The children really enjoyed themselves stay for longer, which shows there had a great day out.

# Rainbow Room

## Spring

The first week back from the Easter holidays, we focused on a Spring theme. The activities the children participated in included creating blossom handprint trees, planting seeds, making spring lamb crafts, designing collage ladybugs and write Dance. They also enjoyed heuristic play, where they explored everyday objects through touch, developing curiosity and problem-solving skills. In addition, they practised yoga, took part in the Box of Feelings activity, and engaged in interventions such as turn-taking games and using a calming basket to help them understand and manage their emotions. The children also took part in a bonus French class, where they learned simple words and phrases, helping to build their language skills. Through all these activities, the children learned to express their creativity, develop fine and gross motor skills, explore emotions, strengthen social skills through sharing, and build awareness of spring themes and sensory experiences.



### Handprint Blossom tree

**Expressive arts and design: Creating with materials** **Communication and Language: Listening and attention**

Rafael, Sophia, Galad, Ibraheem, and Solomon took part in making blossom trees using their handprints and adding finger dots to represent the blossoms. Before starting, the children were shown a book about nature and explored various pictures of springtime scenes. Solomon pointed to a picture and said, "That's twigs," and Sophia added, "That's the birdhouse," as she observed a pile of sticks and leaves. The practitioner explained, "It's spring now, which means new leaves and flowers are growing on the trees."



The children were then shown how to carry out the activity. They required support with applying brown paint to their hands and making a handprint, but were able to use their index fingers to create little blossom dots afterwards. Galad and Ibraheem dipped their whole hands in the paint and added full handprints to their trees, and after the practitioner demonstrated again, they giggled and continued to use their whole hands enthusiastically. The children **enjoyed and responded to playing with colour in a variety of ways, for example,**



**combining colours.** Meanwhile, Sophia, Solomon, and Rafael were very precise with their finger dots, spreading them evenly over their trees. The children were also able to shift from listening to the instructions to actively creating their artwork, showing that they are **focusing attention – can still listen or do, but can change their own focus of attention.** Throughout the activity, the children took turns using materials and listened to the practitioner's guidance. This allowed them to strengthen their fine motor skills, learn about seasonal changes, and express their creativity using different media and techniques.



## Planting **Understanding the world: The world**

Rainbow room participated in an activity where they planted mustard seeds, with the theme focused on spring. The children who took part were Salma, Solomon, Sophia, Ibraheem, Amaru, Tai, Jasper, Alfie, Lillian, and Paloma. They **showed care and concern for living things and the environment** as they carefully handled the seeds and soil during the process.

The practitioner demonstrated how to plant the seeds. Before starting, the children felt the soil and the seeds. Sophia observed, "The seeds are small." The practitioner explained that mustard seeds are relatively easy to grow and can be planted in garden beds or containers. Sophia said, "It needs sunlight and water for it to grow." The practitioner added that mustard seeds are edible and are often eaten raw in salads or cooked in dishes like soups. Lillian asked, "What are mustard seeds?" The practitioner explained that mustard is a leafy green vegetable with a slightly bitter taste. It's a plant that grows naturally in the spring and has lots of vitamins and minerals.

Tai used his dominant hand to scoop the soil and transfer it to his pot. Then, he used his pincer grip to pick up the seeds and place them in his pot. Lastly, he watered his seeds and asked the practitioner if he could take them home. The practitioner replied that everyone would take their plants home and should water them, keep them in sunlight, and wait for them to grow. At first,

Alfie and Salma didn't show interest and left the table. However, with encouragement, they returned and planted their mustard seeds.

In the end, all the children were engaged in the activity. The children **showed a sense of autonomy through asserting their ideas and preferences, and making choices and decisions**, especially when deciding where to place the seeds in their pots and how much water to add. Through this activity, the children learned about the process of planting and the importance of caring for their plants to help them grow.



## Threading pasta necklaces **Physical Development- Moving and handling Mathematics- Comparison**

Lillian, Zenaiya, Sophia, Tai, Jasper, and Rafael participated in an exciting activity, making colourful necklaces. This activity helps children develop their hand-eye coordination and fine motor skills, strengthening the muscles in their hands, which will assist them with drawing and writing using their pincer grip.

As the weather was warm and sunny, the children did the activity on the roof. They sat down patiently, and the practitioner gave each of them a colourful thread, pink, red, yellow, and green, along with pasta pieces to thread. Zenaiya was particularly interested in the red pasta and threaded only two colours, creating a pattern she was very proud of. She was precise in her design, using her imagination and fine





motor skills. Sophia used her hand-eye coordination to make her necklace, while Jasper used his pincer grip to thread the pasta one piece at a time.



During the activity, the children demonstrated the ability to **use their hands independently during a task, with each hand doing something different at the same time**, for example, holding the thread with one hand while guiding the pasta with the other. Tai threaded a few pieces of pasta, then asked the practitioner for help with his necklace. Rafael was also supported by the practitioner; he threaded a few pieces of pasta and then waited for further assistance. Lillian threaded a few pieces of pasta but lost concentration and went to play with other resources available on the roof. As they observed each other's necklaces, some children began to **compare and recognise changes in numbers of things, using words like 'more', 'lots' or 'same'**. Despite varying levels of support and interest, all the children were engaged and enjoyed making their personalised necklaces, which they proudly wore after completing their creations.

## Oral hygiene



Rainbow Room children took part in various oral health activities. The theme aimed to get the children to understand the importance of brushing their teeth is very important and what happens when we don't. The children took part in a variety of informative and engaging activities such as making teeth, brushing their teeth at nursery, understanding which foods are healthy for teeth and which ones are unhealthy. By instilling good oral hygiene habits early on, we can set the foundation for a lifetime of healthy teeth and gums.



### PD/ Health and Self-care- Happy and Sad Teeth

Alfie, Amaru, Iris, Paloma, Sophia and Ibraheem enjoyed taking part in identifying foods which are healthy and not healthy for our teeth and assigning either to the healthy set of teeth or the unhealthy set of teeth.



Iris was asked which set of teeth is healthier and cleaner, she pointed to the right set. When she was asked why that set of teeth is healthier, she replied, "It is white and clean", showing she can **name and identify different parts of the body and give explanations**. They were then





asked how often they brush their teeth, and Sophia replied, “two times, “and Iris expanded on this “, in the morning and when I go to sleep”. She also added ‘I brush my teeth at nursery too’, [working towards a consistent, daily pattern in relation to eating, toileting and brushing teeth, sleeping routines and understands why this is important](#). Alfie joined the activity and picked up the ice, saying, ‘I like ice cream’ with excitement. The practitioner asked, ‘Is ice cream good for our teeth?’ and Paloma said ‘no’. The practitioner expressed how we can have ice cream as a treat sometimes, but not always, as it can hurt our teeth. Paloma said, ‘I eat fruits,’ and Amaru joined her, saying, ‘I like vegetables. They continued to explore the healthy and unhealthy food and had small discussions on what they eat the most.

### **Expressive Art and Design/ Being imaginative and Expressive - Trip to the park**

Lillian, Jasper, Galad, Iris, Amaru, Sophia, Zenaiya, Ilyas and Tai took a trip to Hackney Downs Park. They all talked among each other, pointing at the cars through the fence and had their high vis jackets and harnesses on. The three practitioners held three children each. Amaru said, ‘I want to go on a slide’, Zenaiya said ‘I want to go on a swing’, before we set out to leave. As we reached the zebra crossing, we talked about road safety, reminding them to stop, look right and left for any cars. While the children were waiting, they pointed at a cat. Sophia called out, ‘Oh look, cat!’ Iris pointed at the cat. Ilyas noticed a red bus, Lillian noticed a bicycle, and the practitioner encouraged them to use more vocabulary by singing

“Lillian, what do you see?” Lillian said, “I see a car”. Then “Zenaiya, what do you see?’ she said, “I see a doggy”, Amaru and Sophia said they saw flowers. They were all [showing interest in different observations outdoors](#).

When we entered the park, Zenaiya said “we are going up the hill”, the children noticed different dogs, Jasper, Amaru and Galad noticed a play area, they pointed at the play area, the practitioner reminded them that they were going to play their own games.

Once we reached a designated area, the children removed their harnesses and began running, laughing, and enjoying their time at the park.

### **Games and play time**

Once in the park, the children sat down to have water and relax for a few minutes before they began their games. We had a variety of games planned, such as football, parachute

games, sandy girl, playing pass the parcel with the ball and dancing. First, the children were excited to have the parachute out, all holding each end of the parachute.





Galad proceeded to add the football in the middle, and Jasper said, "We have to fall the ball off". The children started to move their hands up and down at a fast pace to get the ball off. Every time the ball fell off, the children ran together to get it.

They then wanted to hide under the parachute and sang "we are hiding under the parachute" and giggled with joy. We then moved on to kicking the ball around. Sophia said, "Let's catch the ball". The practitioner then threw the ball in the air, and everyone ran to catch it. All the children had a turn with this, using their hand-eye coordination to look out for the ball and their gross motor skills to catch it.

They were then asked to gather in a circle for the next game, which was passing the ball and if the music stops, the child holding the ball will need to dance. First, the music stopped on Iris, then Ilyas and then Zenaiya, but all the children were dancing together. The children danced to songs like gummy bear, baby shark, dance freeze and sleeping bunnies, [experimenting and creating movement in response to music](#).

Finally, as the children were still very active, we decided to do racing games. The children were asked to make a straight line. The practitioner explained the instructions that they had to run to one end and back. The practitioner called out loudly "ready, steady go," and they all ran confidently without tripping and falling. The children were very engrossed in their activities, bringing in their own ideas and taking risks. They then sat down for their snacks and enjoyed some crackers, apples and bananas.

### Mini beast hunt

To end the session, the children took part in a minibeast hunt as they have been learning about insects and nature through various activities.

While they started their hunt, the children saw a snail on the log, and everyone was excited by screaming and going around pointing "look! a snail". Sophia said, "It's moving inside", [showing care and concern for living things and the environment](#). The children went to hunt and found different natural items from their list. All children were able to find trees and give a tick. Galad said 'see big trees' as we were surrounded by trees. Amaru said to the practitioner, "Look up, it's a big tree". Iris pointed to the flowers and said, "It is pink colour." The children were very active, running to hunt



and spot out different items from their checklist. They saw big logs and ran towards them. Jasper said, "Look! big logs!". Tai grabbed small pieces of the log when he reached there and said, "I am taking home ". The children looked around for insects but couldn't find any. Jasper and Galad asked 'Where are the insects gone?', [commenting and asking questions about aspects of the natural world](#). Iris, Amaru and Sophia were collecting small sticks with their grasping hands and holding on to them to bring to the nursery. The children were so excited when they saw a cat on the way and described it as a 'ginger and brown cat'. They had such fun on their trip, and it was a memorable experience for them.



## Minibeasts

Rainbow room explored minibeasts for a week, and they took part in a variety of activities, including making paper plate bees, exploring a minibeast-themed tuff spot, engaging in jelly play with insects, hunting insects in the sand, and going on a trip to the supermarket. They also enjoyed heuristic play, where they explored everyday objects through touch, developing curiosity and problem-solving skills. Through these activities, the children expressed their creativity, enhanced their fine and gross motor abilities, explored and identified different emotions, strengthened their social interactions through sharing and teamwork, and expanded their understanding of minibeast themes and sensory exploration. In addition to this, they also practised Tai Chi, participated in turn-taking games, worked with emotion puzzles, and used a calming basket as part of interventions to help them understand and manage their emotions.



### Paper Plate Bees

**Mathematics: Shape Understanding the world: The world**



Amaru, Sophia, Jasper, Paloma, Lillian, and Iris enjoyed taking part in a creative activity, making paper plate bees. The children were provided with a variety of resources, including paper plates, brushes, and black and yellow paint. The practitioner began by showing the children a picture of a bee and demonstrating how to create one using the materials. The children were asked,

“What colour is a bee?” Sophia responded, “It’s black,” and the practitioner followed up with, “What about the other colour?” to which Amaru answered, “Yellow.” The children also learned interesting facts about bees, such as where they live and how they collect nectar from flowers to make honey. When asked what bees eat, Iris replied, “Flowers.” Throughout the activity, the children used their fine motor skills by grasping and controlling their brushes to paint and decorate their bees with care and creativity.

The children also **chose items based on their shape**, such as the round paper plates, which were appropriate for creating the bee’s body. From this activity, the children learned about bees and their habitat, deepened their understanding of how honey is



made, and developed skills in colour recognition, fine motor coordination, and creative expression. The children also **showed care and concern for living things and the environment** as they explored the importance of bees and their role in nature.

### Mini Beast Sensory Play

**Physical Development:** Moving and handling

**Communication and Language:** Speaking

Lillian, Jasper, Iris, Sophia, Ibraheem, Solomon, Paloma, and Amaru took part in a spaghetti play activity with mini beasts, including bees, spiders, flies, and more. Tweezers were also provided to support the development of their fine motor skills by encouraging them to manipulate objects and tools. Solomon commented, “We can’t eat the spaghetti,” and the practitioner replied, “Yes, you’re right, it has food edible colouring.” The children began by exploring the spaghetti with their hands and immediately noticed its texture and temperature. One child said, “It’s warm,” and Lillian added, “It’s blue spaghetti.” Jasper helped himself to a jar from the home corner and began filling it with spaghetti. When the practitioner asked what he was doing, he replied, “I’m keeping food for the spider.”

As they engaged in the activity, the **children showed increasing control in holding, using, and manipulating a range of tools and objects such as tweezers**. From this activity, the children picked up small objects, using tweezers, and used their imagination and language skills to engage in creative role play and storytelling. They also **built-up vocabulary that reflects the breadth of their experiences**, such as talking about the textures, colours, and names of the mini beasts they were using in their play.



### Gardening

For our gardening theme, the children participated in various activities, including water play with flower petals, leaf rubbing art, decorating stones, creating flower and petal collages, making cardboard carrots with string, crafting bird feeders, and creating cardboard vase leaf collages. They also went on a trip to the park and engaged in mud play with gardening tools. Through these activities, the children expressed creativity, developed motor skills, managed emotions, strengthened social skills, and explored gardening themes and sensory experiences.





## Jelly Play with Insects

**Personal, Social and Emotional Development:** Sense of self **Physical Development:** Moving and handling



Galad, Lillian, Sophia, Tai, Zenaiya, Amaru, Ilyas, Rafael, and Jasper enjoyed taking part in jelly play. The practitioner provided jelly with insects inside so the children could feel the texture. The practitioner asked, "Can you help the insects come out as they are stuck inside the jelly?" The children were also asked, "What colour is the jelly?" Sophia and Zenaiya replied, "Blue." When asked how the jelly felt, the children replied, "Cold." Zenaiya, Amaru, Galad, and Lillian started by pulling the insects out of the jelly, and after some time, the other children joined in and began exploring. They **showed a sense of autonomy through asserting their ideas and preferences and making choices and decisions.** As they

focused on removing insects from the jelly and observing their details, **they looked closely at the small creatures, and could also see items at a substantial distance, comfortably changing focus from one to the other.**

After a while, Galad and Lillian went to the kitchen in the home corner and borrowed spoons to break and mix the jelly. Noah initially didn't want to participate because he doesn't like getting his hands messy, but joined in with the practitioner's encouragement. He started playing by squeezing and breaking the jelly into pieces. The children then went to the home corner kitchen to get bowls and filled them with jelly, enjoying the sensory experience together. Through this activity, they developed sensory, communication, and social skills, worked together to free the insects, and practised taking turns.



## Flower Petal Water Play

**Communication and Language:** Listening and attention

**Expressive arts and design:** Being imaginative and expressive



Rainbow Room children took part in a flower petal water play activity. As the weather was sunny, the activity was set on the playroof, placing a tuff tray in the centre and adding utensils like bowls and spoons for the children to use with the water. Rose petals, daisy petals, leaves, and twigs were added to enhance the colour and texture of the water. Galad immediately engaged with the activity, grabbing three watering cans and saying, "We water plants." The practitioner gently reassured him that they would first play with the flowers, wash them, and take care of them before watering the plants. This **showed single-channelled attention; Galad could shift to a different task once his**

attention was fully obtained through positive redirection and interaction.

Rafael took one watering can, Sophia took another, and Galad kept the third. The rest of the children used bowls and spoons to scoop and pour water. Galad showed great interest in water and flower petals. He scooped water into a watering can, placed it inside the wheel, and said, "The soup is coming," then added, "in 5 minutes" before placing a lid on top. He picked up a leaf and said, "I put this on top," referring to the soup he was making. Observing Galad, his peers began to use their imagination too—Sophia said, "I'm making pudding." Ibraheem enjoyed splashing water on himself and his peers, saying, "I am stamping on water." Jasper focused on scooping water with the petals and carefully adding it to his bowl. Paloma enjoyed collecting petals and rubbing them between her palms. Ilyas filled a jug with water and walked around the rooftop asking, "Who wants tea?" as he held out a cup and poured tea for his friends. The children **played alongside others who were engaged in the same theme**, showing shared interests and imagination. They explored textures and nature through sensory play, developed fine motor skills by scooping and pouring, and used their imagination in pretend play. They also practised turn-taking and communication with peers.



## Painting Stones

**Understanding the world: The world**

**Communication and Language: Speaking**



Tai, Jasper, Ibraheem, Salma, Sophia, Alfie, Paloma, Galad, Iris, Amaru, and Lillian took part in a stone decorating activity, where they were provided with different colours of paint, stones, brushes, and toy insects. The practitioner asked what paint colours of paint are on the table and called on the children to respond, and they answered independently: Amaru said "green", Sophia replied "yellow," Ibraheem said "white," and Paloma said "blue."

The practitioner then asked them what insect they would like to paint. Amaru, Sophia, Jasper, Iris, and Lillian said "ladybird," while Ibraheem said, "I am making a rainbow." The children used their grasping hands to hold the brushes and paint on the stones, choosing their colours independently and engaging creatively in the activity. The children **used language to share feelings, experiences, and thoughts**, expressing their ideas through words.

For example, Ibraheem said, "I am making a rainbow," and Galad explained his creation with a focus on the insects.

The children **showed care and concern for living things and the environment** as they focused on painting the insects carefully and creatively, considering their appearance and significance. Paloma dipped her paintbrush into the blue paint and held the brush using a pincer grip. She began painting the stone while holding it in her left hand, remaining engaged in the activity for a sustained period.





Ibraheem painted his stone yellow; at first, he made small dots, and as he became more engrossed in the painting, he began to make vertical strokes. Lillian held the stone in her left hand and used her right hand to paint with green paint, demonstrating her fine motor skills. The activity helped the children develop fine motor skills, express creativity, and build communication by naming colours and insects. They showed independence, focus, and interest in nature through hands-on exploration.

## Heuristic Play

**Personal, Social and Emotional Development: Sense of self**

**Expressive arts and design: Being imaginative and expressive**

Galad, Sophia, Iris, Amaru, Noah, Lillian, Tai, Solomon, Zenaiya, Jasper, Matteo, Ilyas, and Sophia took part in a heuristic play activity. The practitioner explained that they would engage in heuristic play, where the teachers would only observe and listen, without speaking. The children listened attentively and began exploring the materials. Jasper showed interest in the metal lids, exploring them and showing one to Sophia. Sophia asked, "Are you giving it to the baby?" Amaru approached the practitioner and selected some necklaces. She attempted to wear them on her hand, and after a bit of a struggle, she asked the practitioner for help.



Galad explored a window handle, attempting to fix it. After trying for a while, he came to the practitioner and said, "Look, it's broken, it's not working." Zenaiya played with jars, trying to open them. When she couldn't, she approached the practitioner for help. Once the jar was opened, she placed buttons inside. Through this activity, the children [used available resources to create props or create imaginary ones to support play.](#)



Lillian, Galad, and Jasper showed interest in playing with shower holders, pretending to take a bath. Lillian came to the practitioner and said, "Look, I'm having a shower!" Ilyas explored buttons by reaching into a jar and feeling the different textures.

Through this process, the children [showed a sense of autonomy through asserting their ideas and preferences, making choices, and decisions](#) about their play. Through this self-directed play, the children became more independent, seeking help when needed, and engaging in their own exploration of materials, which supported their critical thinking and confidence.

# Sunshine Room

## Easter

Sunshine Room children had the opportunity to learn and explore the theme of Easter to celebrate a culture and gain a better understanding of the world while having fun and enjoying the process of achieving their targets. The children were provided with activities to explore the Easter theme, such as



making easter baskets, painting easter eggs, sensory easter bin, What's in the Bag with Easter items and making an Easter bunny. The children were also provided with language sessions and yoga sessions to explore their physical development and learn the different parts of their bodies and what they are used for. All these activities support children with their social skills, understanding of people and community around them, as well as learning new skills.



### PD/ Moving and Handling

#### Making Easter baskets

Sunshine room children made their own Easter baskets. The practitioner provided the children with lots of visuals such as baskets, eggs, chicks, sheep and carrots so that the children could have a better understanding of what they were going to make.

Sa'ad, Salah, Esme, Corto, Sylvie, and Syra were excited to have a turn spreading the glue around the coloured card and one by one they picked their own Easter stickers to stick on their card. Esme, Syra, Salah and Sylvie were independently using their **fine motor skills to grab** the resources provided for them to explore, and then one by one they stuck them on, **experimenting with a range of media – tools, materials, sound and whole body movement through multi-sensory exploration.**



The children also had the opportunity to watch a little video with songs demonstrating what Easter is about and all the lovely bunny and the carrot, as they were able to recognise some of them. The practitioner supported the children to learn new words such as *pink, green and cultural*, as they were able to learn about the culture of those who celebrate Easter. This activity was also created for the children to learn new ways of seeing the world around them.





## Expressive Art and Design- Creating with material Painting Easter eggs

Sunshine room children enjoyed taking part in painting Easter eggs. The children were provided with different resources such as plastic eggs, paint, paint brushes, chicken and hay, so they could understand where the eggs came from. They were given the choice of their favourite paint colours to paint their eggs. The practitioner asked open-ended questions, such as, What are the colours of the chicken? Syra and Zachariah replied "Yellow". Children were asked how it feels if you touch the chicken, if it's hard or soft. The children replied that

it's very "soft".

We explained that in spring,

chickens lay eggs and then hatch chicks. They also learned that during Easter, we colour the eggs and give them to our loved ones. They used their **fine motor skills** to hold the glue stick and spread the glue on the paper so that they could stick paper and make their chicken. The children were showing interest by reaching out and grasping for the paint and demonstrated **experimenting with an increasing range of media and movement through multi-sensory exploration and expression**.



### Settling back after Easter break

To support the children and babies ease back into routine after the Easter break, they had simple but fun activities to help them settle in. We carried out a box of feelings session which helped remind the children about emotions and how to express themselves, as well as supporting their ability to share their experiences and express their emotions, whether it was about their easter break or about returning back to nursery. We heard some lovely stories. Thank you to the parents for sharing!. The children also made sensory playdough, we did mark making through write dance and free painting, sand play with their choice of equipment, yoga and parachute games. Overall, most children adjusted quite well, and some were still away enjoying their holiday.

### Free painting - PD/moving and handling & Communication/speaking

Sunshine room children enjoyed exploring with paint in a fun way. As the children came back from their holiday, the practitioner provided them with a fun way for them to explore their senses, creativity and imagination and paint what they would see around them. Sa'ad, Salah, Esme, Corto and Zachariah were all excited to hold their paintbrush and then choose their favourite colour and make some lovely marks. They made lines, circles and also made some handprints. Corto was more happy to explore by splashing the paint and then rubbing his hands





together and showing the practitioner his hands. Sa'ad and Salah were able to name the colours the practitioner showed them, such as red, yellow, green and black. This activity supported the children with their understanding and also allowed them to explore using their imagination to paint what they like to play with. Esme painted a flower, Sa'ad painted a ball, and Salah painted a car, **giving meaning to their marks**, while Zachariah and Corto were more interested in exploring and playing with the paint, **enjoying the sensory experience of making marks in paint**. Overall, the children enjoyed themselves and were able to stay engaged, making lots of random marks.



## Spring

As the weather got warmer, the children explored nature outdoors, and we noticed lots of flowers blooming, such as daffodils and daisies. They also noticed ants, spiders and bees out in the garden, which sparked their curiosity and interest in the natural environment and living things. We therefore carried out a Spring theme to further develop the children's knowledge and understanding of nature. Sunshine room children explored spring colours and flowers as they made playdough, painted a cherry blossom tree, made daffodil crafts, flower printing and painted rainbows. They also explored spring-themed sensory bins and what's in the bag with spring items.

### Cherry blossom tree painting – PD/moving and handling

To prepare for the activity, the practitioner laid a big piece of paper on the table and gave each child an empty water bottle. As soon as each child got a water bottle, Esme, Sa'ad, and Salah used their hands to squeeze the bottle, Zachariah tried to blow into the bottle, and Syra was pretending to drink water from it. The practitioner demonstrated how to use the bottle by dipping the bottom in the paint and then printing the paint onto their paper, giving a petal effect like a blossom tree. Esme enjoyed the activity, and as she tapped her bottle, she said "tap tap", "wow". She noticed the marks she made when holding the bottle, **making connections between her movement and the marks she made**. She also attempted to say 'splash' when the paint started to spatter around the paper, and said "pash". Zachariah was the first to dip his bottle into the paint and make prints, and then, when he was done with the bottle he used the tip of his fingers to make marks then moved on to putting the paint to his palm to make hand prints, **enjoying the sensory experience of making marks in paint**. Sa'ad and Salah also participated in the activity. At first, they used the bottle to make pink marks to mimic cherry blossom leaves, then they went to rainbow room to get more printing materials, such as sponges and continued their printing. They used keywords such as 'blossom', 'tree' and 'pink'. Overall, they all enjoyed printing and made lots of marks.





## Daffodil painting – CL/speaking

Sunshine room children learned about daffodils through a painting activity. The practitioner started by showing the children a video song about daffodils, talking about how they grow and their characteristics, how the petals are yellow, and the stems are green. All the children paid attention. When it finished, Esme went to the practitioner and asked “more”, and Corto went to the iPad and pointed at it, indicating he wanted to watch more as well, **beginning to say simple words and ask simple questions**.



At the beginning of the activity, Esme helped the practitioner to give out the materials to her peers. As she gave it out, she said “Here you go”, **putting two or three words together**. As Esme was painting, she said, “swirly swirly” and she moved her paintbrush in a circular motion.



Sylvie used her left hand to hold down the paper flower and her right hand to hold the paintbrush, moving it up and down to coat her paper in yellow. When she was finished, she showed her hand to the practitioner, and said “wash”. Syra participated in the activity too, she held on to the paper with her left hand and used her right hand to coat her paper, and as she coloured she said “tap tap” as she moved her paintbrush up and down. Throughout this activity, the children **used different types of everyday words (nouns, verbs and adjectives)**.

## Gardening

### Introduction

As it is springtime and the babies are enjoying and exploring outdoor play, we took this opportunity to carry out activities to re-build our garden environment and scaffold their learning in looking after the garden. Sunshine room children took part in planting their pot of cress and planting some vegetable seeds in the garden, painting daffodils and flower printing, making a sun catcher and flower sensory bag, and lastly, they explored a flowery sensory bin. These activities supported the children’s development and understanding of the world and the environment we live in.



### Paper plate flower painting - CL/understanding and speaking

To start this activity, the practitioner cut out a flower shape from the paper plates for each child who was participating in the activity. There were 2 colours of paint to choose from, and they used paintbrushes. There were fresh flowers as a visual, which we showed the children first, so they had an idea and understanding of the



different types of flowers. The children were supported to name the flowers as we had roses, sunflowers, and some pink, purple, yellow and green flowers.

Mae saw the paper flower template and immediately went to paint the flower and said, "Oh wow! Flowers!". She took a paintbrush with her right hand, **showing preference of the dominant hand** and used her left hand to point at the blue paint and said "I want the blue please", **using sentences to communicate**. Esmé said, "Wow! Flowa!" **using single words**. Esmé used both of her hands to create her flower, she used her right hand to hold the brush, moving it up and down to create strokes, and her left hand to hold the paint pot, she also gave the pot to her peers who asked for more. Sylvie enjoyed getting lots of paint on her paintbrush and lifting it to her paper, watching it drip. Noa was supported by the practitioner to hold the paintbrush in her hands and slowly spread the paint, but she was more interested in holding the paper plate flower in her hand and shaking it around. Corto enjoyed feeling the texture of the paint on his hands and said "wah", **using sounds and gestures**. Irfaan attempted at having a go with encouragement, Ayaan and Syra also showed interest and painted their flower yellow. Syra and Mae were able to ask questions each time they wanted more paint, answering the practitioner when asked what flower they were painting. Syra said, "yellow one" Mae said Blue flowa". They said when they were finished and wanted to wash their hands. This activity supported children in **understanding simple instructions** while listening to the practitioner, making choices and enabling them to copy different actions.



### Gardening vegetable seeds - **PD/moving and handling**



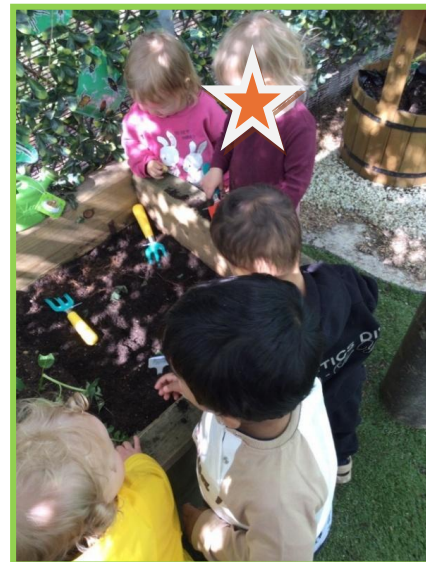
To begin the activity, the practitioner informed the children that they were going to do gardening and plant some vegetables. Ayaan, Sa'ad, Salah, Esmé, Sylvie showed interest at first. The practitioner showed the children the packet of vegetable seeds so they could see the images of the tomato, cucumber and lettuce. The children were given some shovels to begin digging with, and the soil was prodded and scooped to loosen up a little bit. They all had a good dig and scoop at the soil, **exploring textures using their gross motor skills**.

The children found a baby potato, and the practitioner shared her excitement and showed all the children. The practitioner explained to the children that we can wash it and cook it. Sylvie was smiling, and she picked it up and observed it, then dropped it back in. Then some children also spotted ants

crawling in the soil, **looking closely at small items and creatures, and can also see items at a substantial distance, comfortably changing focus from one to the other**.



Next, we added more fresh soil. Sa'ad helped get the fresh soil from the bag with a practitioner and carried the bowl to the vegetable bed. The children were instructed to scoop and shake the soil over an area of the veg patch, and Ayaan helped too. Then the practitioner showed them the seeds. She placed the tomato seeds in the palm of Sa'ad's hand and the cucumber seeds in Ayaan's hand, and they dropped them in the soil. We sowed them in and covered them with the soil, and the children were told to be gentle and leave them to rest as the practitioner collected all the tools to tidy up. They were also told that next, we could water the seeds, and they were given the watering cans, which they were waiting to do the whole time, with excitement Sa'ad, Esmé, Ayaan and Salah took one each and knew they had to go to the tap where the practitioner then supervised and gave them all some water in their cans. The children **showed increasing control in holding, using and manipulating a range of tools and objects**. They were told "all done, finished now", and took watering cans away, and then we used tags to label the seeds we planted.



### Sun catcher – EAD/creating with materials



Sunshine room took part in an arts and crafts activity to make a sun catcher. They were provided with glue, tissue and shiny paper with sheets cut in different shapes, such as squares and triangles. The children all gathered around the table and picked their glue spreaders while decorating their sheet. Esmé pointed to the tissue and said "pink" **using single words**, she then dipped her glue spreader into the glue and spread it all around her flower she then picked up a bunch of pink tissue paper and started to stick it around her sun catcher **exploring the different textures and materials**, the tissue paper stuck onto her hands she then showed the practitioner and said, "on no stuck".

Zachariah enjoyed spreading the glue around his sheet of paper. He wasn't interested in sticking any tissue paper the practitioner gave, as he replied saying "no" and shook his head. Sylvie sat down straight away and got stuck in, she dipped her glue spreader into the glue pot with her right hand, then spread the glue all over her sheet, she picked out some different arts and craft materials and placed it on her work using her thumb and index finger. Sa'ad and Salah chose to sit on the Zebra and Tiger chairs as they placed them around the table. They both started to spread the glue onto their sheets and then onto their hands, Salah said, "oh no, stuck", showing his hands with glue on them. They continued to stick some coloured tissue paper onto their work to complete their sun catcher.



## Bonus classes

### Yoga - EAD/being imaginative

During the lovely sunny weather we had, sunshine room children participated in a fun yoga session with their practitioner outside in the garden. The practitioner played calming sounds to begin the yoga session and started by lying down on the floor and encouraged the children to join in by relaxing on the grass and focusing on their breathing, **expressing themselves through physical actions and sound**.



Sa'ad, Corto, Esmé, Ayaan and Zachariah took part in the activity.

Esmé was participating throughout the activity, watching her practitioner and focusing on following her movements. Esmé laid down right next to the practitioner and tilted her head to her practitioner's side and gave her a big smile, **mirroring and improvised actions she had observed**. Whenever she was unsure of the move, she stood next to the practitioner and watched as they did the pose/action and with a bit of encouragement, she copied.

They did stretches, waving their arms in the air, wriggling their fingers, touching their toes, downward dog pose, tree pose and even some jumping on the spot. Ayaan enjoyed the activity as he was trying his best to do all the poses and actions. The practitioner asked them to put their hands on their hips and sway side to side and Ayaan was the only child who understood the instructions, **showing interest in movement and music, imitating movements of others**. He placed his hands to his hips and started swaying side to side, once he achieved that the practitioner praised him and he got all shy as he tried to hide his face and smiled. Overall all the babies were engaged and enjoyed taking part in their yoga session.







Our French Session



Swimming – Je nage dans la mer



Learning the sea animals



La Pieuvre- Octopus  
Le crabe – A crab  
La tortue- A turtle  
Le poisson - Fish



Building a castle- je fais un château

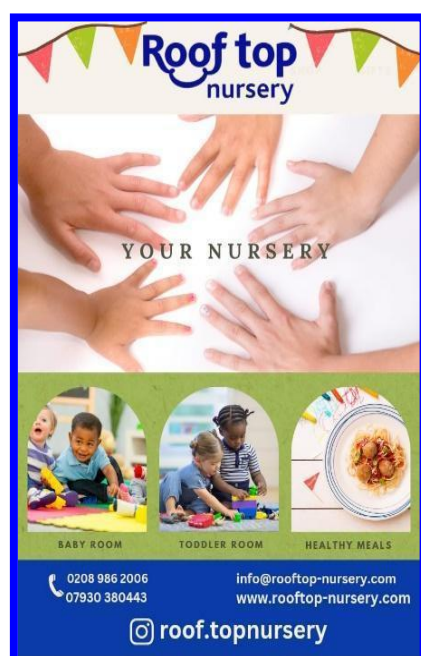




## Parent Notices

- **No mobile phone/camera or any electronic devices that record policy:** Please put your phones away, Bluetooth or any electronic devices that record once you enter the nursery premises.
- **Please call the office by 9.30 am** to inform us of any **absences** or late arrivals.
- **Breakfast is from 8.05 until 8.50 am.** If you wish for your child to have breakfast, please arrive before 8.45 am.
- **Please ensure you dress your children in clothes** you do not mind getting stained or dirty as we have lots of fun and messy activities happening throughout the day.
- **Please return nursery spare clothes.** Parents are welcome to donate clothes to the nursery such as socks, and hats.
- **Please provide a labelled bag with an adequate amount of spare clothes;** (underwear, trousers, socks, nappies, wipes etc.) Please feel free to label your child's clothing.
- **Please store buggies in an orderly fashion,** do not obstruct the pathways and fire exits.
- **Please support us by folding your buggies & leaving space for others in the buggy storage.**
- **Please ensure your child does not bring toys to the nursery,** we will not be responsible for any toys that are lost.
- Please ensure your child does not bring small items such as coins/money into the nursery in their pockets, can causing hazard.
- Please provide extra clothes and nappies for your child's sessions throughout the week
- Please ensure your children are dressed according to the weather conditions.
- **Pick-up times;** pick up time is from 3.30 pm to 5.45 pm Can parents please ensure you are here to pick your child up: the latest by 5.45 pm, as we have too many parents coming in together which delays feedback and closes the nursery on time.
- Please ensure you collect your child on time to avoid our late payment fine.
- **Parents are advised for health and safety reasons to **NOT** bring in nuts (or anything containing nuts) into the nursery setting or around the premises. Some of our children have severe nut allergy and therefore cannot be anywhere near nuts.**
- **Online Banking:** We are kindly requesting parents who pay their fees online to check payments have the correct reference- i.e. your **child's name**.
- **Parent e-mails:** We send out e-mails regularly to parents to notify everyone of events and updates.
- If you have not been receiving any emails, then please get in touch. Email: [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)
- **Tapestry:** If you need support accessing Tapestry, please contact admin on [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)

All parents should have access to Tapestry to check your child's observations. If you have trouble logging in or do not have an account, please inform the office.



## Instagram

Did you know we're on Instagram

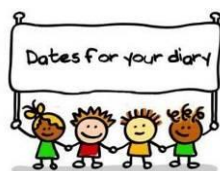
**Please follow us on Instagram and recommend us to your friends and family.**

roof.topnursery

Look out for updates and see some of the amazing pictures.

Look out for all updates.





### **Carer's Day**

Fri 13<sup>th</sup> June 8.30- 10.50am

### **Staff Award Early Closure**

Fri 20<sup>th</sup> June- **Nursery closes at 4.45 pm**

### **Nursery photoshoot**

Tuesday 1st July

### **Graduation Party for Star room Leavers**

Mon 14<sup>th</sup> July

### **Annual Summer Trip- nursery closed & last day for term-time children**

Fri 18 July

### **Summer Holiday**

**Last day Wed 13th August 2025 Nursery closes at 4 pm -**

**Re-open Tues 2nd September 2025 –**

Mon 25th August – Bank  
Holiday

Mon 1st September -  
Inset day

### **Winter Holiday**

**Last day Tuesday 23rd Dec Nursery closes at 4 pm – Re-open Tuesday 6th Jan 2026**

Thurs 25th Dec – Public  
Holiday

Fri 26th Dec - Public  
Holiday

Thurs 1st Jan – Public  
Holiday

Monday 5th Jan – Inset  
day

### **Comments/ Suggestions**

Please feel free to email us any suggestions/comments you may have to [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)

We really appreciate your feedback, please review our nursery on google so that we are able to promote our services to other parents and families. <https://goo.gl/maps/1sGwLz2R6nc1aAdW7>

---

---

---

---

### **Review us**

We would like to take this opportunity to thank you for choosing Rooftop Nursery as your childcare provider, we hope it has been a pleasant experience for you and your child.

We would greatly appreciate it if you could kindly, please take a moment to review our nursery so that we are able to promote our services to other parents and families.