



A very happy birthday to Rodin, Grace, Kymani, Keerath, Queensther and Iqra!

End of year party

We would like to say a special thank you to all parents, children, and staff for contributing towards our amazing end of year party to end 2021!

We have been lucky enough to host yet another party, allowing all children and staff to celebrate together filled with lots of delicious snacks, treats, fun and games. During the party, the children took part in pass the parcel, musical bumps, parachute games and were able to dance along with their peers and the practitioners. Each child also received a special present to take home at the end of the party from our lovely manager Hafiza

Thank you to all the parents that brought in party food and gifts for the children and staff, this is much appreciated.





Fun and Games: Pass the parcel, musical bumps, and parachute game





Wishing all the parents and children a Happy Holiday, see you all in the New Year!

Parent Notices

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.

Henry: Healthy Start, Brighter Future

If you're a parent or carer of young children, Henry can offer free support provided by a friendly and trained HENRY practitioner either online or by telephone.

Opportunities include:

- Online parent support groups run by a HENRY facilitator – a chance to share experiences with a small group of other parents, find ways of reducing stress and gain new ideas to manage daily family life and get your little ones off to a great start
- Sessions on specific topics such as introducing your baby to solids or tackling fussy eating – provided on the phone or via video calls
- Having a HENRY Buddy - someone who will keep in regular contact with you, providing practical and emotional support to help you through the challenges of family life.

To find out more or to take part please fill in the online form or alternatively, ring on 01865 302973
<https://henry.org.uk/freesupport>

Reminder of the Bonus programs offered at Rooftop Nursery

Bonus programmes	For who?	Days & Times
French sessions	Star Room	Wednesday (Fortnightly) 11:15am
Football	Star Room	Tuesdays (fortnightly) alternating between 9am & 1pm
Forest Play	Star Room	Thursdays (Fortnightly between spring and autumn)
Heuristic play	Rainbow & Star	Weekly
Yoga/ Tai chi	Rainbow & Star	Weekly
Tiny Mites	Rainbow & Star	Monday 9:15-10:15



Rainbow Room

We would like to welcome Chiara to Rainbow Room

Indoor physical games

The children have showed interest in physical activities and have been very active in climbing therefore, we have removed some of the units and furniture in the room to increase the space for the children and set up more floor-based activities using rugs and large soft play. We have provided the children with physical activities such as soft play, parachute games, and knock the tins to support the children in a variety of ways which will support them in releasing their energy safely during indoor free play.



Soft play

Physical development – Moving and handling

The children that attend in the morning and afternoon enjoyed taking part in 'soft play' which the practitioners set up for the children during indoor play. This activity allows the children to face challenges and take risks by [experimenting with different ways of moving](#) through soft equipment and jumping off an object and landing appropriately.

The children were given the opportunity to experiment with movement and engage in social interaction in a safe and comfortable environment which is designed to support children during their development of key motor skills as

they are [moving freely with pleasure and confidence in a range of ways, such as shuffling, rolling, jumping, sliding, and hopping.](#)



The children have also been developing their social skills forming relationships with their peers whilst interacting through soft play by working together to build tunnels and bridges. Some children showed interest in playing with the small balls and really enjoyed being able to [travel freely with confidence and skill around, under, over and through balancing](#), the children were able to climb on top of the equipment and stand steadily whilst trying their best not to fall. The practitioner also supported the children whilst jumping off the soft play pieces safely and giving the children the opportunity to build on their confidence by risk-taking.

Knock the tins

Personal, social, and emotional development - Sense of self



Another physical activity that the children have taken part in was knock the tins. This was a great activity to build on the children's concentration and support the children with their hand and eye coordination skills whilst throwing. This activity consisted of morning and afternoon children and this activity was carried out both outdoors and indoors. The children were supported to wait patiently for their turn as the practitioner called the children one by one to have a turn at knocking down the tins.



had the opportunity of having several turns and were showing confidence and pride in their sense of achievement when being able to succeed.

They also showed happiness when being able to [accomplish something and became proud when meeting their goals](#). The children showed increasing control over an object as the practitioner encouraged the children in being able to throw. This was also a great opportunity to support the children with their hand-eye coordination and balance as some children were throwing the bean bag in another direction. We will continue to support the children with the skill of throwing as it was a little challenging for the children, especially for the younger ones.



Exploring natural resources

As the children have continued to show interest in physical activities and are very active in climbing, therefore, we have continued to provide different indoor physical activities during the month of December.

The children have also shown interest in playing with natural objects, the practitioners have provided a variety of natural resources for the children to explore and use their senses whilst playing such as setting out the treasure basket and natural items from our heuristic play box.





During indoor free play, Rodin showed interest in shapes around the environment, and this was observed during **heuristic play** as he picked up a button and said, “it’s a circle”, whilst showing it to the practitioner. He then picked a wooden piece and said, “it’s a square” and also showed the practitioner a buckle and said, “it’s a rectangle”, naming majority of his shapes.



Meklit has continued to show interest in playing with the water cups as she places the cups on the floor, puts them in a line, rolls them along the floor and bangs them together as she likes the noise of the stainless steel. Lucas has shown interest in playing with baskets which we have near our sink area with paper hand towels, therefore the practitioners have provided empty baskets for him to play and explore with whilst playing.

Natural set up/Heuristic play

Exploring and using media and materials



The children have taken part in ‘Heuristic play’ and during this session, the children are given the opportunity to explore different natural items set out such as, stainless steel buckets, tins, zips, lids, buttons, hooks, sponges, brushes, foam, bags, boxes, wooden blocks, cardboard rollers, different textured materials and many more.

The children use their imagination to take part in pretend play and **pretend that objects are things from their experience**. The children learn about safety when playing with buttons and different items supervised by an adult. During this session, there is less adult intervention and it’s more about what the children explore, play, and speak. There are many benefits of heuristic play, including developing the children’s independence, deepening their concentration, expanding their problem solving and thinking skills, and developing their gross and fine motor abilities.



Heuristic play is a classic play activity as it supports many aspects of toddlers' development.

- It encourages fine motor movements as children attempt to pick up and manipulate objects (physical development)
- Supports children's creativity as they explore what they can do with the items (creativity)

- Develops toddlers' sense of self-efficacy as they learn that they can do things for themselves (emotional development)
- Provides toddlers with first-hand opportunities to explore space, measures, and quantity (early mathematics).

Christmas celebrations

The children have taken part in some Christmas activities and enjoyed observing their environment as they showed fascination over the Christmas decorations and lights in their room and around the nursery. The children also showed a high level of interest over the Christmas tree which was put up in the room and the practitioners played some seasonal music for the children to get into the festive season and spirit. The children took part in activities such as making Christmas crafts, decorating party hats, practicing musical bumps, and celebrating their friends' birthdays.



Practicing musical bumps

Understanding the world – Peoples and communities

The children have taken part in practicing musical bumps for our end of term party. The practitioner demonstrated to the children how to play, and they were able to [listen to simple instructions and follow directions](#). The rule of the game was to dance to the music when played and when the music stops, to kneel or to sit down as quickly as possible. The children really enjoyed taking part in this



activity and spent the majority of the week dancing to seasonal music and playing musical bumps or musical chairs. They were supported in terms of following certain rules and boundaries in understanding the concept of the game when winning or being out of the game.



The practitioner also showed the children [how to operate simple equipment, e.g. turning on the CD player](#) as she allowed some of the children to press the play and pause button when stopping the music. The children were [supported in seeking to acquire basic skills in turning on and operating some digital equipment](#) and were also supported emotionally as some of them became upset when becoming out of the game. The practitioner explained to the children that it's okay not to win sometimes, and that practice makes perfect. The practitioner also supported the children in terms of showing happiness for their other peers that have won the game and encouraged them to praise or cheer for others during these moments to celebrate their peer's achievement.

Star Room

We would like to welcome Yusuf to Star room

Welcome to Star Room

Important School Information:

The admissions process for children aged 3 and 4 (born between 1 September 2017 and 31 August 2018) opened on 1 September 2021 who will start reception class at primary school in September 2022.

All parents should apply online before midnight on Saturday 15 January 2022, even if your child is already in the nursery class.

Useful link: [education.hackney.gov.uk](https://www.education.hackney.gov.uk)

Book Bags: Changed weekly every Tuesdays or Thursdays

Baking

As star room children have really enjoyed playing in the home corner, role-playing, making different foods for their peers and the practitioner, we decided to transform the home corner into a bakery by providing different equipment you would use for baking such as large and small bowls, wooden spoons, whisk, egg cartons, empty margarine tubs and baking trays. As the children continued to show interest in cooking, the practitioner provided them with the opportunity to take part in some baking activities. The children took part in activities such as, 'Making fruit salad cupcakes, oat biscuits and talking about the different equipment being used.



Making fruit cupcakes

Listening and attention

Nahya, Aymen, Amina, Iqra, Hidaya, Chloe and Aymen took part in making a fruit salad cupcake. This activity required the children to cut their fruits and add different ingredients for the cupcake. The practitioner started off by going through the ingredients for the cupcakes which were egg, flour, butter, and milk. The children knew each of the ingredients and were able to answer correctly when being asked by the practitioner. When some of the children responded to the practitioner, they were able to [Listen to others in one-to-one or small groups, when conversation interests them](#).



Once the star room children and the practitioner went through the ingredients, they began taking turns to add the ingredients into the bowl and mixing them together confidently. The aim of the activity was for the children to become confident with using knives when cutting their fruits. Some children used the knife the wrong way round or were not putting enough pressure into

cutting their fruits. The practitioner corrected the children, and they were **able to follow directions (if not intently focused)**. The children were confident in cutting their fruits and did not require much support from the practitioner and continuously tried to do it by themselves and **showing a can-do attitude**

Making Oats biscuit - Mathematics

Theo, Jaylah, Nahya, Keerath, Hidaya and Iqra took part in making oat biscuits, the children were very excited to take part in yet another baking activity. The practitioner introduced the ingredients the children will be using such as oats, raisins, flour, egg, water, and milk and asked them to name the ingredients. All the children were able to name and pronounce the ingredients they will be using with confidence.



Jaylah and Hidaya wanted to crack the egg, so they were both given the opportunity to do so with adult support and guidance. All children enjoyed mixing the ingredients and were required to use their gross motor skills whilst mixing the mixture with the wooden spoon, they each had to wait patiently for a turn as they passed the mixing bowl around the table. When the dough was ready, they were able to **make simple constructions** such as form a ball then flatten the ball when the practitioner instructed them to do so. Whilst the children were rolling their dough, the practitioner asked the children to make small and big balls. The practitioner asked Keerath, 'which one is big, and which one is small?' she was confidently able to **explore the differences in size, length, weight and capacity**. As soon as the children finished making their balls, the practitioner asked all the children to count how many were made altogether. They all **enjoyed counting verbally as far as they can go**.

Space

During indoor play star room, children showed interest in playing with the big wooden blocks. The practitioner asked the children, 'what are you making?' the children responded, 'a rocket'. The practitioner went on to speak about the planets in space and the children were really intrigued therefore we decided to introduce a 'Space' theme for the children to explore. Star room children have taken part in activities such as, 'making glittery space slime, making rockets, drawing different planets and singing the planet song.'



Making Rockets - Being imaginative and expressive

Jaylah, Hidaya, Aymen, Keerath, Nahya, Grace, Iqra and Chloe took part in making rockets using bottles, they were really intrigued and enjoyed the activity for a long period of time. The practitioner gave the children glue, sequins, and a variety of materials for them to stick on their bottles. The children used their glue sticks, and some used their hands to spread the glue around the bottle. Allowing the children to **choose particular movements, instruments/ sounds, colours and materials for their own imaginative purposes**.

The children who used their hands and fingers to spread the glue began telling the practitioner, "It's sticky". They also began to tell the practitioner, "Look it's getting stuck to my fingers" whilst showing their hands to the practitioner, **using movement and sounds to express experiences, expertise, ideas and feelings**. The children were really engaged, they began talking about the colours they were sticking on the bottle. The practitioner asked the children, "what are we

making?”, the children responded, “we are making a rocket.” Star room children were **creating representations of both imaginary and real-life ideas, events, people and objects**. The practitioner then said, “where does it go?” They shouted, “in the sky and in space”. The practitioner gave the children the opportunity to expand and share their knowledge with each other and showed the children a video clip of a rocket going up into space. The children showed great fascination whilst learning about rockets.



Drawing different planets

Listening and attention

Hidaya, Amina, Aymen, Liam, Theo, Uriel, Chloe and Yusuf took part in drawing different planets from our solar system. The practitioner took time to introduce the names of the different planets and encouraged the children to repeat the names in order to familiarize themselves. The practitioner played a planet song, naming each planet one by one. The children showed great interest in **listening to sounds, songs and rhymes**. After the song had finished the practitioner asked the children, ‘so who remembers what the planet is called?’ All-Star room children were listening very well as they were able to shout out the names of the planet, **understanding who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?)**. When the planet song got to Earth the practitioner asked, ‘who knows who lives on earth?’ All the children were unsure of the answer to the question, the practitioner began to explain to the children that we live on planet Earth and everyone we see also lives on the Earth. Chloe said to the practitioner, ‘we live on the earth’. The practitioner responded, ‘yes we all do’. Her peers were engaged in the conversation **listening to others in one-to-one or small groups when conversation interests them**. When the practitioner said this, they were very fascinated and began saying, ‘we live on the earth’.

The children were then given the opportunity to draw their favourite planet after watching the video where they got an idea of what each planet looks like and discussed the colours. Some of the children picked up the same colour crayon as the planet they wanted to draw, and some said they wanted to use a different colour. They were all very focused and intrigued, once they finished drawing their planets, they asked for more paper, so they were able to draw another one.

Christmas party and physical games

During the month of December as we have moved into the Christmas season, we decorated our room and nursery environment with a variety of colourful decorations, we also created an interest table with Christmas stories and objects for the children to explore. Star room children were very fascinated with the decorations and the lights set up around the room. We had a Christmas tree set up in the room with lights around it, the children were able to independently turn the lights off to create a warm Christmas atmosphere. We took part in activities such as, ‘Decorating party hats, practicing musical bumps, and celebrating some of the children’s birthdays.



Balancing... the floor is lava

Moving and Handling

Keerath, Liam, Jaylah, Aymen, Uriel, Hidaya, Iqra and Chloe took part in a physical game. The aim of the activity was to focus on children's social awareness and their balancing. The children really enjoyed this activity, and they were all very competitive. The children were required to walk around the wooden blocks that were scattered all over the floor.

The practitioner then shouted, "the floor is lava" and then the children had to find a block and balance on it without dropping. When the balancing game started there were blocks scattered all over the floor, more than the number of children present. This gave the children the opportunity to be more aware of their surroundings and [negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.](#)

Star room children were able to [understand and choose different ways of moving.](#) This was portrayed when the practitioner asked the children to walk in one direction at the beginning of the game, and then the practitioner asked the children to move whichever way they wanted, so long as they did not step on the blocks. When the practitioner said the 'floor is lava' more quickly the game became more challenging. The children began wobbling when stepping on their singular block. Some children required support when playing this game for if they were too slow to find a block and would be out of the game, they required emotional support.

The practitioner continued to comfort some children and reassure them that they will have another turn and it's not just about winning and losing.



Making party Hats

Exploring and using media and materials

Star room children took part in creating some party crowns for their end of term party. They were provided with their individual strip of silver card, some PVA glue, sequins, gems and coloured pieces of tissue paper and shiny paper. The children began with spreading the glue in strokes along the card using their hand and eye coordination to direct where they wished to apply the glue. They were given a choice of which materials and resources they wanted to stick onto their crown. The children were proud of their accomplishments and were looking forward to wearing their crowns for the end of term party.



