



# Roof Top Nursery

A very Happy Birthday to Leziah, Aydin, Nala, Simone, Rahil!

## Male carers Day

Thank you to all the carers that attended our male carers day event, we had a great turn out and it was inspiring to see all the carers getting involved in a variety of arts and crafts activities and physical games we had available on the day. We would like to also applaud the carers and children that took part in our sports activities such as the egg and spoon race, sack race, and bean bag in the bucket game, it was lovely to see our carers showing their competitive spirit and each carer was awarded with their individual certificate, trophy, and medal to celebrate this memorable occasion.



Thank you to our amazing chefs for cooking some delicious food for the event which went down a treat, and we hope all parents and carers also enjoyed the food. To end the session all carers in attendance at the event received a thoughtful gift from the manager Hafiza.

We would also like to thank the carers that filled in the feedback forms on the day, as you know we value your feedback and aim to work in partnership with parents and aim to achieve better each year.



**Celebrating male carer's week – Working in partnership with parents**

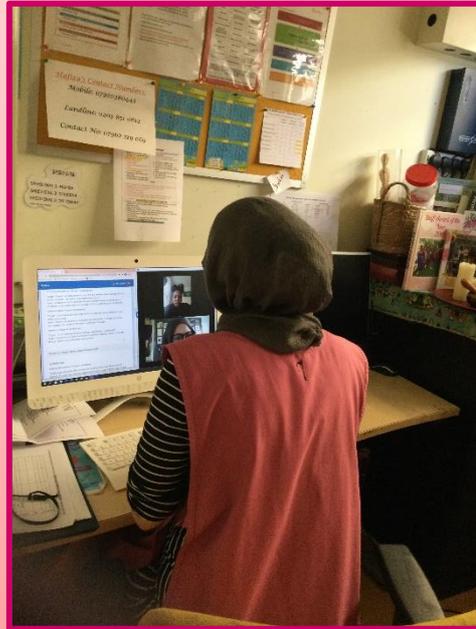
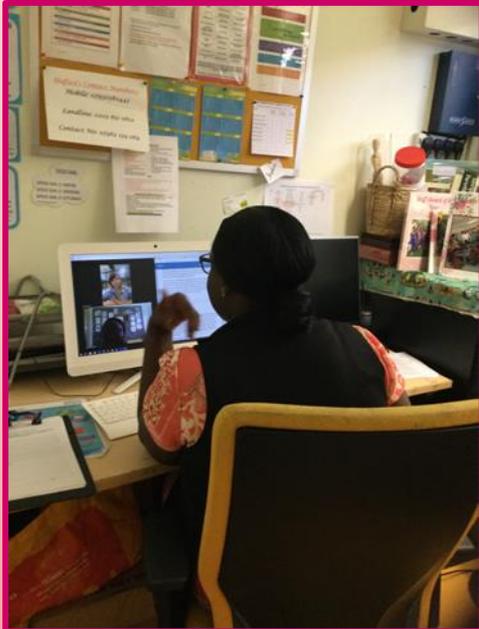




## Parents Afternoon

We would like to thank all the parents that participated in our parent's afternoon meetings via zoom. We hope you were able to discuss your child's progress and provide any updates you would like your child's key person to work towards in the new term.

Please could you return the feedback sheets provided and thank you to all those parents who have already returned the form.



## Our Graduation Ceremony for Rainbow room leavers

We are fast approaching our graduation ceremony for Rainbow room leavers. The children that will be graduating will have a special ceremony on **Wednesday 19<sup>th</sup> July 2023** which the parents of leavers will also be invited to attend. The ceremony will begin with a speech by Hafiza at 1 pm and finish at 1.30 pm.

The parents of those that are leaving will be invited to attend this ceremony. We will inform parents of further details soon.

The children are excited about graduation, they have already started making their graduation hats and have been practicing the graduation song. We will be providing a copy of the graduation song to Rainbow room parents, so please support the children to practice the song at home too! After the ceremony, the children will celebrate by having a group and individual photo shoot and a party.

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

**Photo shoot on; Tuesday 4th July 2023 at 9am.**

We will have our annual nursery photoshoot that includes group, sibling, and individual photos too if requested. Please look out for the order form which 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 and have individual photos taken.

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

## Parent Notices

- Please call the office by 9.30 am or 1:30 pm to inform us of any absences or late arrivals.
- No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- Please return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, and hats.
- Please store buggies in an orderly fashion, do not obstruct the pathways. Please support us by **folding your buggies and leaving space for other parents to store theirs**
- 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 coins/money into the nursery in their pockets.
- Please provide extra clothes and nappies for your child's sessions throughout the week
- Please ensure you apply sun cream to your child before coming to the nursery during the warm weather.
- Please ensure you collect your child on time to avoid our late payment fine.
- **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.

## A reminder of the Bonus programs offered at Rooftop Nursery

Bonus programmes	For who?	Days & Times
French sessions	Star Room	Wednesday (Fortnightly) 9:15am
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

### 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>

# Rainbow Room

*We would like to welcome Zakariya who has started nursery this term*

## Settling in/Gardening

As the children came back from their half-term holiday, we supported the children's emotional needs as they were off nursery for a week therefore, we settled the children back into the nursery routine. They continued with gardening, and they took part in activities such as drawing our favorite fruits and vegetables, vegetable stamping, planting vegetables, and many more. The children also showed interest in watering our plants outside as we have some lovely plants for the garden area.



## Box of feelings

### Personal, social, and emotional development – Understanding emotions.

The children took part in a box of feelings session to talk about their feelings and express themselves, some children spoke about what made them upset while others spoke about what makes them feel happy. Idris mentioned he is happy to be back at nursery.

We started the session by first speaking about how everyone was feeling. To encourage expression, the practitioner used a teddy that was feeling 'upset'. The children were asked what they could do to make it feel better, Kymani gave the teddy a hug, Chiara patted its head while Israa gave it a book as its comfort toy. This shows that the children were able to [respond to the feelings of others, showing concern, and offering comfort](#). Idris asked, "Why is the teddy sad?", as he was curious about the teddy's feelings.

The children then spoke about their own feelings, Kymani said "I am sad", he then explained why he was sad as he stated the following, "I want to be with my mummy and daddy". The children were told how they had a week off from nursery to spend time with their parents and be at home. Now that they are back at nursery and away from their parents, they feel quite unsettled and were reassured as they were told how it is okay to feel sad sometimes when we miss our loved ones. Le'ziah was quiet and did not speak during the activity as she was asked how she was feeling, she responded, "I am tired". Le'Ziah was given a pillow and a blanket and was asked if she would like to lay down for a while, she nodded her head and went to rest for some time. This shows that she is [confident in speaking to others about her own needs, wants, interests and opinions in familiar groups](#).



The children were then shown a picture of a character and were asked how the character was feeling. Idris said, "The boy is sad", and Chiara commented, "He is looking at the floor with a sad face". The children were asked why the character might be feeling upset. Kymani responded, "Because he wants his mummy", Idris then gave his opinion and said, "he is hungry". The children enjoyed participating in the session and were highly engrossed and concentrated. While the activity was coming to an end, the children tried on some face masks, such as sad, angry, and happy faces.

## Vegetable printing

### Expressive arts and design – Creating with materials.

The children took part in vegetable printing and were provided with two different coloured paints, large paper, and potatoes. As the weather was warm and sunny, the children spent their day playing outside and therefore also did activities outside. The children who participated in the painting activity were Zani', Ka'yron, Exauciane, Aydin, Kymani, and Idris. They used their potatoes to dip into the paint pot and stamp around the paper. The practitioner asked the children, "Where do potatoes grow? Aydin replied, "From the ground".

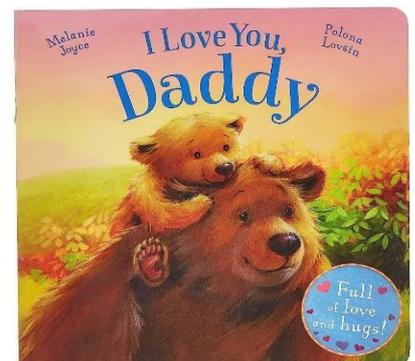


Kai'yron and Zani' showed interest in using a car to dip into paint and then roll it on the paper to form marks as they both enjoy playing with cars. They also used paintbrushes to paint their potatoes.

They used two colours; green, and orange. They enjoyed mixing the two colours together, [exploring how colours can be changed](#) as Kymani mixed his colours and said, "It's turned brown". Zani then started painting his hand as he held the brush with his right hand and painted the palm of his left hand, feeling the texture of the paint. Aydin started painting his hand and arm, Exauciane and Kymani also showed interest in painting their hands.

## Our loved ones

Rainbow Room did a theme on 'our loved ones' as Father's Day was emerging and we talked about family members and close people we love in our lives. On Thursday 15<sup>th</sup> June 2023, some children participated in our Male Carers Day event where the parents/carers were invited to join in some activities with their child/children. On the day, the children participated in activities such as decorating cards, making musical shakers, making sandwiches, vegetable printing, and making sensory play dough. The children also took part in some sports games with their carers.



## Making biscuits

### Mathematics – Measurement



The children took part in making biscuits for their loved ones. Chiara, Kymani, Idris, Rebekah, and Adam took part. The children were introduced to the ingredients and learned the names of the ingredients. Rebekah added some butter into the bowl, and Kymani was supported in cracking the egg. The children used a measuring cup to scoop the flour and Chiara said, “I am going to put two scoops of flour in my biscuits”, Rebekah heard Chiara and responded, “I am putting five scoops”. This activity supported the children in different areas of development such as [mathematics by measuring the amount of ingredients and counting the scoops of flour](#).

Kymani showed high levels of interest in making biscuits as he was keen on adding all the ingredients and mixing them together but he was encouraged to take stunts and let his peers have a go too. After all the ingredients were added, each child was given the opportunity to mix all the ingredients together. Adam started off mixing the ingredients slowly, he then passed the bowl to Kymani and made a comment, “I am going to mix it fast”. Chiara responded to Kymani and said, “I am going to mix it super-fast”. Idris asked, “Is it time to add the flower now”, he then held the measuring cup and scooped some flour in the mixture.

After the ingredients were combined, they all had a portion of dough to explore in their hands and then used the shapes to cut. The children explored the texture of the biscuit as they used the dough to roll and make it flat to cut out shapes. Rebekah noticed two shape cutters that were the same as she said, there were two stars, [recognising that two objects have the same shape](#). Kymani used a star shape to cut his biscuit out while Chiara cut her dough into a heart shape. At the end of the activity, the children placed all their biscuits onto the baking tray ready to go into the oven. The children enjoyed this activity as they had high levels of attention and concentration and anticipated which shapes to use to form their dough into shapes.



## Making cards to our loved ones

### Expressive arts and design – Creating with materials.

The children took part in decorating cards for their loved ones during outdoor play in two groups. Olivia, Rahil, Idris, Kymani, Lamia, and Simone were in one group and the second group consisted of Vanessa, Zeynep, Siena, and Rebekah. The children [developed their fine motor skills](#) during this activity as they picked up the sequins with their fingers and stuck them on their cards after using the sticks to spread the glue all over their cards.





The children were asked who they were making their cards for, Kymani responded, "I am making my card for my daddy" while Idris said, "This card is for mummy". Vanessa enjoyed taking part in the activity, she picked up a few sequins and stuck them to her card, Zeynep gathered a few sequins to the side and when her peer finished gluing their card, she then used the glue stick as she was able to [wait for her turn patiently](#) as the children shared their resources. Zeynep then stuck her sequins onto her card and finished it off with some glitter. The children used other resources such as pom poms and feathers to decorate their cards for their loved ones.

## Healthy Eating

The children took part in doing a topic of healthy eating to encourage some children to explore a variety of fruits and vegetables, following our gardening theme they participated in. As summer approached, the children took part in cutting some fruits and exploring with ice play as the children spent the majority of their time playing outdoors, having lots of water play, and enjoying eating their snacks outside.



### Cutting fruits and tasting them

#### Physical development – Health self-care



The children took part in cutting and tasting some fruits and the children took part in this activity on two different days. The first set of children who took part were Mason, Idris, Rebekah, Rahil, Adam, Safwan, Chiara, Siena, and Omari. Each child was given a piece of fruit to cut using chopping boards and a knife. The practitioner first introduced the fruits which were mango and some strawberries. The practitioner first showed the children the fruits and talked about them.

The practitioner first held the mango and

asked the children, 'Where do mangoes grow?' the children were able to [understand and answer a variety of questions](#) as Idris said, "Mangoes come from the tree". The practitioner also spoke to the children about the colour, shape, and size and that mangoes generally grow in hot countries. Adam held the knife with his right hand to cut his fruits and ate it, Mason started to cut his mango and the practitioner encouraged him to taste it as he does not like mango. Mason preferred feeling the texture of the fruit and smelt it instead. Chiara and Siena enjoyed eating it as they both cut their fruits up into small pieces and ate them one



by one. The children enjoyed the activity feeling the texture and were willing to taste as some children [develop their likes and dislikes](#) of certain fruits.

The second set of children who took part in this activity was Vanessa, Zeynep, Blessing, Simone, Olivia, Sariyah, Eliz, Lamia, Nora, Adam, and Mason. The activity was carried out outside as the children were enjoying their time playing outdoors. After the practitioner introduced the fruits to the children and spoke about them, the practitioner spoke to the children about safety when using sharp tools. The practitioner used a peeler to peel the mango's skin and gave the children a piece of mango and strawberries to cut.



The children were able to [show their understanding that equipment and tools can be used safely](#) as each child had their own knife and chopping board. Eliz enjoyed cutting the fruits, she used the knife to cut the strawberries and mangoes which helped her learn how to use the knife to cut. The children learned how to cut safely and use the knife in an appropriate way as they were explained how they should not put the knife in their mouths and not hand their fingers in the way of cutting as this could cause harm to them. Blessing asked for another strawberry as well as Olivia as they enjoyed eating the strawberries the most. Sariyah said, "The mango grows on the tree" When the children were discussing where the fruit comes from. Lamia mentioned, "It comes from shops". The children enjoyed the activity overall as they were engrossed in cutting and eating the fruits.

## Ice play

### Physical development – Moving and handling.



The children took part in ice play and enjoyed exploring the texture of the ice and discussed what happens when water is placed into the freezer and how it turns into ice. The children who participated in the activity were Zani', Kai'yron, Kymani, Idris, Exauciane, Rahil, and Aydin. The children were provided with different tools such as toy hammers and spanners to smash the ice with. Kymani held the ice in his



hand and said, "it is cold", Idris commented "it's smooth and cold while Mason noticed something about the ice and said, "it's melting", [talking about why things happen and how things work](#). The children were asked why the ice melts when it comes in contact with our hands, Kymani said, "our hands are warm". Kai'yron and Exauciane held their hammers and were hitting the ice until it smashed into small pieces then experience that the tray became wet as the ice melted. Zani' also enjoyed hitting the ice using a hammer and feeling the texture of the ice. The children were concentrated during the ice play as they enjoyed smashing the ice and feeling it with their hands, moving the ice around on the tray, and watching it leave wet marks.

### Forest play

The children took part in forest play for the second time, and for Naveah it was her first time participating. The children who took part were Mason, Idris, Aydin, Kai'yron, Exauciane, Adam, Leo, Sariyah, and Naveah. Whilst on the way, the practitioners went through the traffic light rules and talked about safety when crossing the road. They paid attention and knew that red means 'stop', and green

means 'go' as they were saying this whilst waiting before crossing the road.

Whilst walking to the park, the children were **observing their surroundings and commenting about aspects of their familiar world** as Leo and Aydin were telling their peers and the practitioners where they live by pointing in the direction of their house when walking past. When we arrived at the park, the children were free to walk through the grass as they were running to meet their peers and adults from the other site (Ottoway).



### Circle time:

When the children arrived at the designated area, Hafiza, the staff, and the children from the other site greeted the children with a warm welcome. The children formed a circle to go through the Forest play rules. Hafiza, our forest play lead, went through the rules with the children which are: 'no picking, no licking', 'not passing through the red tape', and if you see a bee or a dog, to stand still and cross your arms (x-factor). The children were able to **understand why and how questions**, for example, when Hafiza asked the children, 'Are we allowed to pass the red tape?' The children replied, "No", and when Hafiza asked, 'What will happen?' Aydin replied, "Someone will take you".



### Mud painting:

The children were then divided into two groups, some did mud painting, and some of them climbed the log. They went near the mud pit where Hafiza was sitting, and the children took turns scooping some soil into their buckets and pouring some water to form mud and then did painting near the logs using a paintbrush. Idris and Mason showed interest in climbing on the log whilst their peers were doing mud painting. The children were **showing a preference for a dominant hand** as Naveah, Aydin, Exauciane, Sariyah, Kai'yron, and Adam, used their right hand and Leo used his left to paint.



## Log climbing



Exauciane, Idris, Naveah, Sariyah, Leo, Kai'yrón, Adam, Mason, and Aydin showed interest in climbing the logs and were showing confidence. Sariyah, Leo, and Aydin were walking on the log whilst holding the practitioner's hand and showed interest in jumping off whilst holding one hand of the practitioner.

Exauciane showed interest in standing in the middle of the log

balancing well without holding the adult's hand, the children **showed satisfaction in meeting their own goals and enjoyed meeting challenges for their own sake**. Kai'yrón, Idris, Naveah, Adam, and Mason were showing interest in crawling on the log, starting from the lowest part and shuffling themselves up to the highest part of the log using their hands, arms, and bottoms, understanding, and **choosing different ways of moving**. Aydin noticed insects on the log such as spiders and ants as he told his peers, and they were all showing fascination as Aydin generally **pays attention to details in his environment**.



## Spring collage

The children listened well as the practitioner explained the activity which involved collecting anything natural on the floor such as leaves, flowers, and twigs, then sticking it down to make a collage. They were reminded of the rule: 'no picking', 'no licking' and that they can only collect things that have fallen. The children then set off to find some natural resources and mainly went near the area where there were flowers and found lots of fallen flowers, leaves, and petals on the floor. The children collected them and brought them back to the mat and all children and practitioners gathered around again to talk about what they have found. They were asked to describe and **talked about some of the things they have observed and collected**. The children also smelt the petals and Leo said,



"It smells like apples". When the practitioner was showing the children a yellow flower and a green leaf, Leo said, "pineapple" and "grapes" comparing the colours of the flowers to the colours of fruits. The children then stuck their resources onto a piece of paper using glue sticks to form a spring collage. They were able to **give meaning to their marks**, when the practitioner asked Aydin what he made, he replied, "It's a strawberry fruit".

## Hide and seek:

Towards the end of the session, the children played hide and seek. They requested to play this before starting the forest play session, as they played it on their first session and enjoyed it. They

were divided into three groups with members of staff and went to hide behind the logs, bushes, and trees. Hafiza and a child counted and then went to find the children that were hiding. The children were [seeking out companionship with adults and other children, sharing experiences and play ideas](#) as they were feeling excited and happy whilst playing this game. Hafiza called out, “where oh where are you”, whilst walking around pretending to look for the children. As a response, the children were shouting back, “We are here”, whilst hiding. When Hafiza found the first groups of children, they all grouped and went to find the second and third groups together until all children were found!



## Tiny mites

### Expressive arts and design – Being imaginative and expressive.



The children took part in their ‘Tiny Mites’ session which supports the children’s listening and attention skills and to be able to use their imagination to express themselves. Janine who is our tiny mite’s teacher, went through different activities with the children actively, she started off by asking the children how tiny mites start which Kymani well remembered and said, “It’s tiny mites, round and open”. Janine started off with the welcoming song and introduced her tiny mite’s character puppets. The children went through some actions as they all stood up and pretended to march through the town as Saryyah, Kymani, Le’ziah, Safwan, and Akeelah were marching very well, bringing their knees up to almost near their chests.

Janine asked the children to put their hands high and low and Leo, Saryyah, and Le’ziah followed directions, all [enjoying joining in with moving, dancing, and ring games](#).

The children were shown a dinosaur puppet, the dinosaur pretended to nibble the children's fingers. Saryyah commented “It’s tickling me”, the rest of the children stood up and pretended to be a dinosaur while a dinosaur song was being sung. Leo, Kymani, Saryyah, and Le’ziah were stomping their feet like a dinosaur and jumping when Janine said in her songs “Can you jump like a dinosaur”. Kymani showed interest in cars as he said he wants to drive a car, the children were given coloured plates to pretend it is a steering wheel like a car, and they were asked what they need to do after getting inside a car. Kymani replied, “Close the door”, they were then asked what they need to do to keep themselves safe which Kymani again responded and said, “Seatbelts”, [showing understanding of the need for safety](#). When putting on the seat belts, Le’Ziah and Saryyah said, “Click”. Leo, Siena, Akeelah, and Kymani were moving their steering wheels side to side and pretended to drive to the



seaside and were asked what they like to do at the seaside, Saryiah said, “sandcastle” while Akeelah said, “swimming”. The children pretended to put their swimming costumes on and their sun cream which Mason, Leo, Kymani, Le’ziah, and Saryiah were putting on, they then went to the sea and discussed what is in the sea. Saryiah said, “sharks” while Leo said, “lots of fish”. Kymani, Le’ziah, Saryiah, and Leo pretended to be an octopus as they spread their arms out then became sharks and used their both arms to close to the shark's mouth. The children enjoyed this session and were active while on their feet, **jumping and moving their arms to action songs**. They ended their session by blowing bubbles as Leo and Le’ziah went down to the floor to catch the bubbles before they disappear while Saryiah, Kymani, and Mason were reaching their hands up high to catch the bubbles and snap them like a shark.



## French

### Communication and language – Speaking.



Rainbow Room children took part in a French session and during this session, the children learned different words in French and developed their listening and attention skills as well as their language development. The activity started off with the children singing the welcoming song with the French teacher. They then started to say their names in French, Rebekah, Simone, and Kymani said, “My name is” (Je m'appelle) and repeated a few times with the French teacher to become more familiar with the small sentence. Each child held the balloon and had their turn to hold it and say, “My name is” in French and say their name at the end of the sentence. The



children were engaged during this time as they enjoyed holding the balloon and saying their names, **being willing to have a go, and showing a ‘can do’ attitude**.

The children learnt different movements during the French activity which supports their physical development, they learned the words for it as the French teacher says the name of the movement in French. Kymani, Simone, and Lamia were using their arms in the direction that the French teacher was showing and slowly moving to the right. Rebekah and Akeelah were using their arms to reach the ceiling as they were jumping and pretending to touch the sky. The French teacher spoke about flying and asked the children to name something that can fly, Kymani said, “aeroplanes”, Kymani, Olivia, and Lamia were stretching their arms out on their sides pretending to be aeroplanes and started to move



around the room as they were pretending to fly. Simone joined in and started to move around; the children learned how to say “fly” in French.



The French teacher was speaking about the things that we travel on such as cars, boats, and trains as Kymani, Akeelah, Rebekah, and Olivia were pretending to be trains as they used their arms as the wheels on the trains to move. The children were [engaging in imaginative play based on their own ideas or first-hand experiences](#). They then pretended to be a rocket and were doing the countdown in French as this supports the children with mathematical development in terms of counting.

Kymani and Rebekah were confidently counting in French as they followed the French teacher’s lead then jumped up as they pretended to set off to fly out in the rocket. The children then pretended to be bikes which excited Kymani, Olivia, and Akeelah where they were jumping. The children enjoyed learning about different transports in French and learning how to say boats, cars, planes, and trains. Simone enjoyed putting the teddy bear on the rocket to fly whereas Blessing used the teddy to travel with the car. The children played musical statues where they dance to French music and then stopped when the music stopped. They then ended the session with bubbles as the children showed interest in bubbles and reached their hands up to catch the bubbles, Siena jumped up high to catch the bubbles in her hand. The children were highly engrossed during the activity and engaged well.

## Sunshine Room

*We would like to welcome Malaiya and Eli who have recently settled into sunshine room*

### Spring/Exploring

Sunshine Room children continue to learn about Spring through various activities. The children were able to focus on their sensory development by being provided with a range of food play to support their sensory skills. The children were able to take part in activities such as making green playdough, making a caterpillar, taking part in a story session of *The Very Hungry Caterpillar*, vegetable play, boiled pasta play, and many other activities to support their social, sensory, and physical development and build on their health and self-care.



The practitioners continued providing children with bonus activities to support their physical strengths through a range of simple yoga poses and stretches. They also took part in a What’s in the Bag where they learned about different objects that are related to the spring theme.



## Understanding of the World/ the world

### Sensory ice play with insects

Sunshine room children enjoyed exploring and watching the sensory ice melt which had insects inside. During this activity, they felt the texture of the ice melting in their hands. Nala, Cesar, Romy, and Boudicea were able to develop an awareness of the care of living creatures and their habitats with this creative activity, and they were able to gain an [understanding of the world and their surroundings](#), that animals are not all furry with four legs. Cesar, Nala, and Boudicea were the first ones to touch the sensory ice and their facial expression was absolutely beautiful because they were able to express what they were feeling at that moment, with their facial expression and body language.

Sunshine room children were able to express language skills independently by using single words for those children who have language, and some of them babbled as a form of expression. Cesar, Romy, Nala, and Boudicea enjoyed looking at the red ladybug on top of the sensory ice, Nala was so excited, she stood up from her chair, pulled the bowl near her to investigate how to take the ladybug out of the ice block.



Boudicea was super excited, using both her hands she was feeling the ice, as she picked out the ladybug. Cesar saw a ladybug, he reached to feel and touch the insect, he noticed his right hand was wet, so he then changed hands to use his left hand. Romy was not interested in exploring and playing with the ice because it was too cold, and she removed her hands immediately and preferred to watch her peers playing. This activity provided the children with the opportunity to explore changes and observe how a solid object turns into liquid.

### Physical development/ Moving and handling.

#### Painting a bumblebee

Another exciting activity the children took part in was creating their very own bumble bees.



Sunshine room children sat down on the chair with their aprons on ready to explore. Nala, Cesar, Romy, and Elyas were shown a visual picture of a bumblebee, all the children showed interest in the pictures that were shown and described to them such as bees are black, often with yellow or brown markings, have six legs and they have two pairs of wings.





Nala took a paintbrush in her right hand and dipped the brush into the pallet which had yellow paint, she started to paint her bumblebee independently and applied it several times using the same technique, but then she wanted to feel the texture, so she dipped her left hand into the paint and applied it onto the paper. Romy also took a paintbrush in her right hand and made swirling marks, she decided to explore the texture further by painting her hand and did a handprint on the paper provided. Cesar took the paintbrush, and dipped the brush independently onto his plate, he painted his plate with yellow paint, using his right hand, and was babbling trying to communicate with the practitioner. Elyas used his right hand to pick up his paintbrush, and he dipped his brush into the paint then made some marks on his plate by forming strokes up and

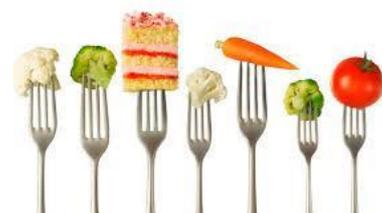
down and stamping his brush. The children were able to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.

Overall, it was a great activity for the children as they were able to enjoy the sensory experience of making marks with paint and using a range of techniques as they took part in creative activities.

## Healthy eating

Sunshine Room children focused on the theme of 'healthy eating' to support their understanding of different food and explore using their senses such as smell, touch, and taste. The sensory side of exploring different foods helps the children with language development, problem-solving skills, concentration, and confidence in trying new things. The children were provided with different activities that involve using their hand-eye coordination as well as their fine motor skills.

They played with a sensory bin that had vegetables, rice, and herbs inside, we also provided oatmeal play with cars and trucks.



### Expressive arts and design/Creating with materials. Sensory colorful spaghetti play

Sunshine Room children had the opportunity to explore the food they eat in a fun and colorful way. They were provided with boiled spaghetti with food colouring added inside so that it is more inviting and to make it more interesting.

Sunshine Room children were able to experiment with a range of body movements through multi-sensory exploration and tried smelling, feeling, and tasting the spaghetti. Romy enjoyed the activity and had a great time feeling the texture using both hands. Boudicea happily touched the spaghetti, feeling the different textures with her both hands and attempted to eat some. Cesar watched closely and found the yellow and green spaghetti interesting to look at, and with encouragement from the practitioner, he was able to eventually start playing and squishing the spaghetti.





Nala actively participated, enjoying the sensory experience of touching, and playing with the spaghetti strands. Overall, the children had a lot of fun exploring the colorful spaghetti, and each child contributed to the sensory play in their own unique way. We also had two Rainbow room children, Siena and Eliz, joining our activity, they both enjoyed exploring the texture using their hands. Siena was curious and used her imagination to play with the spaghetti, making shapes and patterns with the yellow and green strands.

### Communication and Language/ Understanding Sensory rice play with rosemary

Sunshine Room children took part in a creative activity where they were able to **understand simple sentences and words** such as “rice”, “bowl”, and “more” as they repeated and **followed simple instructions**.

Cesar, Romy, Nala, Bobby, Willow, Orlando, Elyas, and Amaru engaged in sensory play. The children were provided with rosemary, rice, bowls, and spoons to explore the different textures and smells, and begin to **know how things are used in different ways**.

Cesar enjoyed transferring the rice from one bowl to another, using both hands to hold his bowls and feel the texture of the rice with his hands. Nala showed interest in sharing the rosemary with her peers as she passed it to her friends. Nala also had fun playing with the rice, grasping it in her hand and pouring it into her individual bowl. Amaru explored the sensory activity by smelling the rosemary and exploring its texture as she attempted to mouth it. Willow used her right hand and fingers to pick up the rice and make marks in the tray, adding her own creative touch to the activity.

Orlando used a spoon to mix the rice, holding it in his right hand, he even attempted to taste the rice, however, the practitioner discouraged him to eat the rice as it was raw. Bobby grabbed a spoon and scooped the rice, enjoying the process of mixing and pouring it using her hands as well. Overall, the children actively participated in the sensory activity, exploring the different materials and engaging their senses in an enjoyable and educational manner.



### Sensory food play/construction play/ loved ones



Sunshine room children continue to focus on sensory food play using construction toys and resources, promoting their sensory exploration using their interests, and building on their language development, and problem-solving skills.

The children also celebrated Male Carers Day by creating heartfelt cards for loved ones, making biscuits, and having their parents/carers come along to carry out a range of fun-filled activities and sports games together. The children also enjoyed taking part in a few healthy eating activities such as boiled potato play, making fruit salad, and using individual cutlery to cut their fruits.



These hands-on experiences enhance their fine motor abilities, hand-eye coordination, social interactions, and creativity. The children will have the opportunity to further explore these activities during free play, along with regular bonus activities such as Tiny Mites music session, yoga, and heuristic play to support their physical strength and body awareness through simple movements and stretches.

## Making fruit salad

### Physical development – Health and self-care



Sunshine room children took part in an exciting activity where they had the opportunity to make their very own fruit salad with the support of the practitioner. This activity was a great way for the children to [develop their own likes and dislikes in food and drink, willing to try new food textures and tastes](#)

To begin with, the children were encouraged to wash their hands and were thereafter provided with their individual chopping boards, a plastic knife, strawberries, kiwi, and banana to form their fruit salad. They were encouraged to repeat the names and colours of the fruits after the practitioner as she supported them to build on their vocabulary using everyday words. They were also encouraged to count the knives before they were given out as the children begin to familiarize themselves with numbers through repetition. They waited

patiently for some fruit to be placed on their chopping board and attempted to use their knife to cut their fruit as the practitioners modelled and supported the children during the process.



During the activity, Nala, Boudicea, Bobby, Cesar, Elyas, Orlando enjoyed tasting the fruit whilst they attempted to cut independently. Sunshine room children did not enjoy the taste of the Kiwi as it was bitter/sour, but they enjoyed the banana and

strawberries very much as they are more familiar with the taste. Romy and Amaru joined in with the activity after they finished their snacks and required more assistance, they were happier to explore the texture and taste the fruit using their hands.



The practitioner observed that Sunshine Room children enjoy achieving their goals and taking part in an activity that allows them to be more independent.

## Physical development – Moving and handling.

### Fruits and vegetable collages on the paper plate

Sunshine Room children had the opportunity to learn about a variety of food and vegetables in another activity we carried out as part of our sensory food play. The children were provided with objects of reference during their activity such as a toy grape, apple, pineapple, strawberry, pepper, cucumber, and mushroom. Romy, Cesar, Nala, and Boudicea all took part in this activity and explored the fruits and vegetables on the table by listening to the name of each fruit and vegetable being pronounced and discussing each of their colours. The children were able to [listen to familiar sounds, words during this activity](#).

After the children had explored the vegetables and the fruits, they were provided with individual paper plates, images of fruit and vegetables, and PVA glue and glue spreaders for them to glue down the pictures. All the children selected pictures of their favourite fruits and vegetable and when the practitioner gave them the resources, they were guided with spreading the glue. Nala, Cesar, Boudicea, and Romy had their own paper plates to stick all the printed-out food images. Nala and Boudicea were able to independently start the activity by spreading the glue around their plate and then sticking their food onto the plate. Cesar and Romy were able to accomplish their collage with the support of the practitioner. The children successfully filled their plates with the resources provided and the practitioner praised them for taking part and accomplishing what they set out to do. The children were able to [concentrate intently on an object or activity of their own choosing for short periods](#) as they maintained focus until the end of the activity and followed all the steps.



## Construction/Gardening project

Sunshine Room children continued to focus on construction activities and begin a new garden project. The children enjoy playing with corn flour and trucks, as well as exploring pasta during their play and had fun making their sensory bottles. Additionally, they participated in exploring sensory bins as part of their daily activity, where they use their hands to discover gardening-related items. As part of the gardening project, they had the opportunity to do vegetable stamping and planting watercress. The children also learned about their feelings and how to express them through using the “box of feeling”.

## Physical Development – Moving and handling.

### Corn flour Play with trucks.

Cesar, Willow, Boudicea, Bobby, Orlando, and Nala enjoyed taking part in exploring a range of construction vehicles in corn flour.



They played with vehicles, corn flour starch, and water exploring the texture and using their senses. Cesar enjoyed playing with the cars moving it around in the tray pretending he is driving by making babbling sounds to role-play cars noises. Bobby joined in and enjoyed playing with cars, but she didn't want to wear the apron but joined in gradually when she was ready.

Orlando held the car in his right hand whilst exploring the corn flour, he listened to the sounds the car was making and created his own sounds as he [explored and learned how sounds and movements can be changed](#), he moved his car around the table to make marks. Boudicea held a car with both hands observing the parts that move, she enjoyed the messy play by splashing the water and feeling the corn starch with her hands. Nala enjoyed the messy play; she held the car with her right hand and moved it around whilst making pretend car sounds, this shows that the children are [learning how to notice detailed features of objects in their environment](#) and link them by making sounds during play.



### Sensory play with trucks

#### Expressive arts and design – Creating with materials.

Cesar, Willow, Orlando, Boudicea, Nala, Amaru, and Elyas enjoyed taking part in pasta play with tracks and cars. Elyas chose a yellow and green car and held one in each hand and moved them around inside the tray and on the table by pretending to drive. Cesar showed interest in exploring the pasta by holding it with his right hand and attempting to mouth it whilst using his senses. The practitioner reminded Cesar that it's not for eating and that's it's for playing and Cesar continued



to play with his hands by mixing the pasta on the table to create sounds and squeezing them.

Orlando, Willow, Boudicea, Nala, and Amaru also enjoyed playing with the pasta and exploring the textures, they each tried to make sounds and mouth the pasta but were reminded not to.

This activity prompted the children to use their imagination whilst role-playing what they have seen in the environment around them, which shows that the children are [beginning to closely observe what animals, people and vehicles do](#).



### Understanding of the world

#### Planting Watercress

To support the children's understanding of the world, and to develop care and concern for the environment around them the children were provided with resources to plant their individual watercress.



Boudicea, Nala, Cesar, Romy, and Eli took part in planting watercress which involved soil, water, and watercress seeds.

This activity helped the children to be more independent as they all had the opportunity to fill their plant pots with soil and sprinkle seeds. The children were provided with spades to scoop the soil to begin the activity and took turns in sprinkling the seeds which were placed in the palm of their hands, the practitioner guided them with this step as they placed them inside their individual pot. The children were **curious and interested to explore new and familiar experiences in nature: grass, mud, and plants.**

Nala held the pot in her left hand, she was transferring soil from a black rectangular tray, as she was scooping soil and transferring it into her pot, she said "Water, water". She sprinkled watercress seeds onto the soil and then she covered it with some more soil before watering her plant. Boudicea was watching Nala, and followed her steps as she planted her own watercress, Boudicea held the pot in her right hand, she used a blue spade using her hand-eye coordination, and she was happily engaged in the activity.

Cesar was so excited and engaged in the activity, he held the pot in his right hand, and with his left hand, he scooped soil from the tray, transferring it to his pot. Romy stood up for this activity, she transferred soil into the pot, but then she showed interest in exploring the texture with her hands, so she left the pot and spoon on the side of the table, she used both hands, using her fine motor skills. Eli stood back whilst observing his peers taking part in the activity The children-maintained focused attention during this activity and learned about caring for plants.



## Bonus sessions

### Tiny Mites

#### Communication and language – Listening and attention.



Sunshine room children participated in another session of Tiny Mites with our music teacher Janine. During this indoor singing and movement session, Eliz, Willow, Romy, Cesar, Boudicea, and Orlando enjoyed taking part. They sang different songs and nursery rhymes using puppets.

All the children enjoyed making different movements during the songs clapping their hands, stomping their feet, and touching their toes. They were asked to initially point to their nose and Boudicea was able to do this and then asked to do the same with other different body parts.

They then sang the driving song, role-playing driving by using a plate as their prop which represented a steering wheel, they steered to the left and right and pressed the middle of the plate as they pretended it was a horn. The children did well with **pretending that one object represents another, especially when objects have characteristics in common.**

Janine handed out different coloured scarves for their next song, Sunshine room children enjoyed making waves with the scarf by placing it on their hands and waving it up, down, and side to side with their hands. The children also enjoyed singing and dancing to 'Incy, Wincy, Spider' using their hands to represent a spider whilst Janine also used a pretend soft toy spider as her prop. The children also counted the spider's legs and touched the spider.

They ended the session with bubble time, popping the bubbles and jumping up and down to catch the bubbles before they said goodbye to Janine.



**Roof top**  
nursery

YOUR NURSERY

BABY ROOM    TODDLER ROOM    HEALTHY MEALS

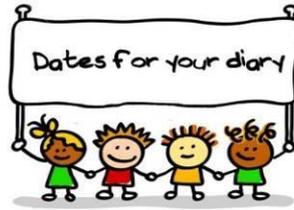
0208 986 2006  
07930 380443

info@rooftop-nursery.com  
www.rooftop-nursery.com

roof.topnursery

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

Instagram



**27- month health check**

Monday 10<sup>th</sup> July 2023

**Graduation Party**

Weds 19<sup>th</sup> July (1.30pm to 2 pm ceremony)

**Annual Summer Trip**

Friday 21<sup>st</sup> July

**Last day of nursery for term time children** - Friday 21<sup>st</sup> July

**Last day of nursery for full-time children**

Weds 18<sup>th</sup> August - Nursery closes early at 4 pm

**Nursery Re opens:**

Monday 28<sup>th</sup> August - Bank Holiday

Monday 4<sup>th</sup> September - Inset day

Nursery re opens – Tuesday 5<sup>th</sup> September.

**Comments/ Suggestions**

Please feel free to write any suggestions/comments you may have in the space below and email us on [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)

---

---

---

---

---

---

---

Name (optional): \_\_\_\_\_ Date: \_\_\_\_\_