



**A very Happy
Birthday to
Zenaiya and Nala!**



Roof Top Nursery

Celebrating Carers week at Brook

We thank all the parents and carers who attended our most recent Carer's Day event. We had a fantastic turnout, and it was lovely to see all the parents get creative and participate in special activities with their child that we had planned, such as planting, making sandwiches, making a card for their carers and handprint poem cards. The carers also took part in some outdoor physical games and competed against each other for the winning title.

All parents and carers that attended had the opportunity to liaise and create positive relationships with other parents and they also enjoyed some delicious food provided by the nursery chef and her team. To end the session, all parents and carers were awarded a certificate and trophy for taking part in the sports activities and received a lovely gift from Hafiza for attending the event.

Thank you again to all the parents for attending and making this day special!











A big thank you to all of Brook Staff Team for all their hard work, effort and dedication in preparation for the event and putting the nursery back to normal, you are all Amazing!

PDN Meeting – Tomlinson Centre

During our recent PDN (Professional Development Managers Meeting) which was held at the Tomlinson Centre, all the nursery managers across the borough of Hackney came together to recognize, share good practice and praise all the nurseries, external agencies and professionals for their outstanding work and achievements throughout the year.

On this occasion, Rooftop Nursery contributed to the PDN meeting where we had Aklima Begum (Nursery Supervisor at Otto site) and Peri Ozyasa (Acting Deputy and Room Leader at Brook) who did a presentation on '**Supporting Mental Health and staff/Carer's Wellbeing within the workplace**'.

They discussed the following points during the meeting:

- Strategies used at Rooftop Nursery
- Benefits to protect and promote the mental health of all employees
- Staff well-being incentives at Rooftop
- Celebrating Staff Awards, Love Week and Cultural Events all year around (Diversity)
- Celebrating carers events, planned trips, staff milestones and meals out.

The Local Education Authority was thoroughly impressed with our presentation and with all the information shared.



Photo shoot on; Tuesday 2nd July 2024 at 9am.

We will have a nursery photoshoot that includes group, sibling, and individual photos too if requested..

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 9am 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 **Wednesday 17th July** 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 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!

Trip update

Thank you to all the parents that have returned their trip forms and payments. The final bookings have been confirmed and we are no longer taking any bookings.

The trip will take place **on Friday 19th July 2024.**

Parents will receive further information of the Itinerary soon.



A reminder of the Bonus programs offered at Rooftop Nursery

Bonus programmes	For who?	Days & Times
Forest Play	Rainbow Room	Thursdays (Fortnightly between spring and autumn)
Heuristic play	Rainbow & Sunshine Room	Weekly
Yoga/ Tai chi	Rainbow & Sunshine	Weekly

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>

Parent Notices

- **Please call the office by 9.30 am** or 1.30 pm for the afternoon session children 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.
- 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 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. Please support us by **folding your buggies.**
- **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 coins/money into the nursery in their pockets.
- 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.
- 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
- **Tapestry:** If you need support accessing Tapestry, please contact admin on 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.

Sunshine Room

Exploring Music and Write Dance - Rainbow and Sunshine room combined

Sunshine and Rainbow Room children were combined during the half-term week as we had low ratios. We took the opportunity to learn and explore music and how it can be incorporated into play. The theme was 'Exploring sounds' and 'Write dance'. The children took part in exploring a variety of instruments, 'What's in the bag using instruments', creating sounds using pots, pans and buckets and drawing a picture whilst doing 'Write Dance'. The children also engaged in Physical activities and their weekly Yoga session.



What's in the bag?

Communication and language

Some of the younger children took part in a 'What's in the bag?' activity which contained different instruments. The bag was filled with bells, maracas, tambourines and shakers. The children gathered in the carpet area and waited eagerly for their turn. Iris, Amaru, Alfred and Tai enjoyed taking part in this activity.

The children each took turns, the practitioner sang the song, "What's in the bag? What's in the bag? It's Amaru's turn, Amaru's turn, what's in the bag?" Amaru pulled out a shaker toy which was in the shape of a duck, the practitioner repeated single words such as "shaker", "yellow" and "duck". The aim of this activity was for the children to listen to the sounds, explore the names of the objects and repeat what they have heard as they become familiar with colours and shapes.



As each child selected an object from the bag, they showed the practitioner and their peers what they had pulled out, the children enjoyed creating [sounds and demonstrating listening by trying to join in with actions or vocalisations](#). The children used their grasping hands to hold the shakers and instruments and formed different movements and sounds.

Write dance

Physical development

Sunshine room children were combined with Rainbow room due to low ratios during half term. Another activity we decided to explore with the children was 'Write Dance'. A large plain paper was laid on the floor, accompanied by crayons.



The children gathered around the large paper, which was placed on the floor, they each selected their favourite crayon colour and were ready to begin. The practitioner demonstrated what they had to do, she took a crayon and began singing "The Wheels on the Bus" and drew a circle to represent the wheels. Iris, Alfie, Amaru, Bobby, Siena Cesar, Mirabelle and Tai all took part in this activity and were encouraged to draw and make marks on the paper, for example, circles for the wheels, horizontal lines to represent the back-and-forth motion of windshield wipers on a bus, and straight lines for up and down [enjoying finger and toe rhymes and games](#).



This activity engaged the children's palmar and tripod grip, stimulating their imagination and muscle development. They also learned new songs and words. The babies from the Sunshine room, including Tai, Iris, Amaru, and Alfie, participated by exploring with their hands and [developing fine motor skills](#). All the children enjoyed the activity, whilst they explored mark-making with crayons in a fun way.

Exploring Emotions

Sunshine Room children participated in various emotion-based activities such as painting their feelings to help the children express their feelings and learning about colours through emotions such as blue for sad, yellow for happy, and red for anger, some of the activities the children took part in during the week were, painting emotions, drawing emotions in sand, taking part in the box of feelings session and exploring emotion cards.



Painting our feelings

Expressive arts and design

Sunshine Room children engaged in a painting session as part of their emotion-based activity, they were given a choice between two colours blue representing sadness and yellow representing happiness and were encouraged to select a colour that matched their current emotions.

The practitioner placed the paints in the middle of the table for the children to pick and express their feelings making marks on a piece of paper while [experimenting with a range of media, tools, materials, sound and whole-body movement through multi-sensory exploration](#). The children enjoyed this activity as it allowed them to engage in something they liked while learning about their emotions. The practitioner also demonstrated different facial expressions to help the children understand feelings of sadness and happiness. Overall, the children appreciated the opportunity to express themselves through an activity they enjoyed.



Drawing different emotions in sand

Personal, Social, and Emotional Development

Sunshine Room children took part in drawing different emotions using sand, a plate and a black tray so that children could explore and make different emotions. The practitioner modelled what to do, she placed the sand on the plate and drew different emotions so that the children could learn different emotions and draw by themselves.



The children started to make marks with the sand while trying to copy the practitioner and **showing growing self-confidence through playing freely and with involvement**. The children enjoyed feeling the texture of the sand and making different lines. Tai used his index finger to make lines. Alfred used his grasping hand to hold the sand. Salma tried to copy the practitioner by using her index finger to draw the emotions. Throughout the activity, we labelled different feelings such as sad and happy to reinforce their learning.

Celebrating Carers week



Sunshine Room participated in activities related to Carers Day such as making medals, painting spaceships, creating for physical activities such as parachute games and yoga to relax their body and mind and had storybook sessions to enhance their language and communication.



Painting a spaceship

Expressive arts and crafts

Sunshine Room children participated in a painting activity. The children had put on their aprons on with support from the practitioner and had their paper plates in front of them ready to start the activity. The practitioner put blue paint in the middle of the table and the children reached and dipped their paintbrushes into the paint to paint their own spaceship and **experiment with a range of media – tools, materials, sound, and whole-body movement - through multi-sensory exploration**. Amaru, Alden, Iris, Matteo and Alfie participated in this activity.

Amaru dipped her paintbrush into the paint palette independently and started to spread the paint around, working on her gross motor skills. Alfie and Alden needed support to spread paint over their paper plates, Iris enjoyed this activity as she spread the paint around her paper plate independently, Tai painted his hands and did hand printing to make his spaceship. The practitioner sang space-related rhymes such as “Three little men in a flying saucer” and “3,2,1 blastoff”. Overall, the children enjoyed this activity as painting is their interest and it was a great way of developing their gross motor skills and also their communication and language by learning new words and songs.

Painting a medal

Communication and language

Sunshine Room children took part in making medals for Carer’s Day. We used yellow paint, paint brushes and paper plates for this activity. The children were encouraged to use their fine and gross motor skills along with developing their hand and eye coordination.

The children helped themselves to the paint brushes that were on the table and the practitioner demonstrated how to paint a medal for their carer. The practitioner explained how important Carer’s Day is to the children and encouraged the children to repeat **single words** such as “yellow”, “paper plate”, “brush” and “paint”. Alfred and Tai attempted to repeat the words after the practitioner. The children were able to **frequently imitate words and sounds** during activity and build on their existing skills.



Eid Celebration



Sunshine room children focused on the Eid celebration, exploring through what’s in the bag activities, food-based activities, painting moons, and having an Eid party. The children were provided with the opportunity to continue learning about their feelings and the feelings of others through the use of a box of feelings.

What’s in the bag with Islamic items

People and communities

Iris, Alfred, Amaru and Alden took part in a language session ‘What’s in the bag? with Islamic items. The children were provided with different items in the bag, such as a prayer mat, scarf, animals, dates and cakes so they can take turns to look, touch, explore, smell and taste as that would help them **understand single words in context**.

Alden took out a prayer mat and we explained what it was used for using simple language. We also explained that those who



celebrate Eid visit each other and give presents to each other and eat some delicious food for their celebration. Amaru pulled out a scarf during her turn, the practitioner put the scarf on Amaru's head to show the children how it is worn, especially during prayers. Iris and Alfie took turns to try the scarf on.

The children also tasted some dates as this is usually eaten on the morning of Eid. This allowed the children to explore their senses and a range of textures. The children did well to wait patiently for their turn and displayed great listening and attention skills. This activity showed that the children are [curious about people, and they showed interest in stories about people, or objects that they are familiar with or which fascinate them](#)



Bonus sessions

Box of feelings

Personal, social and emotional development

Sunshine room children participated in a box of feelings session with the practitioner as they looked at some pictures of sad emotions on this occasion.



Iris, Alden, Amaru, Mirabelle and Alfred all participated in this activity and gathered on the mat around the practitioner. They were shown an image of a sad and happy emotion and were able to form different sad and happy faces by imitating the practitioner.

The practitioner asked the children one by one, "What makes you sad?" while showing them a different picture that showed the children being sad. As some of the children are young, they [used hand gestures, babbling and a few simple sounds](#).

Alden, Amaru and Iris showed that they get sad when their parents leave them in the morning at nursery. Mirabelle and Alfred get sad when they don't have their meals. They then posted the cards in the box one by one demonstrating fine motor skills. We will continue the box of feelings sessions as they are a fun way to understand emotions.



Rainbow Room

Oral health and independent skills



The children participated in activities learning about oral health and practicing their independent skills as some children are three plus and are being supported for their transition to school. The children have taken part in activities such as learning about healthy and unhealthy foods, practicing brushing dentures and also practicing independent skills throughout the day such as dressing independently.



Physical development – Health and self-care.

The children participated in a group activity learning about the importance of brushing our teeth. The children who showed interest and gathered around were Alice, Nala, Bobby, Cesar, Willow, Sophia, Idris, Elyas, Siena, Malaiyah, and Galad. The practitioner placed a mat and the children gathered around the practitioner as she placed some props in the middle. The children were shown a denture, toothbrush, and toothpaste. The practitioner asked the children to put their hands up if they brushed their teeth. Most children raised their hands. Willow said, "I brush my teeth with mummy". The practitioner asked the children, 'When do we brush our teeth?' Siena replied, "Bedtime". The children were asked open-ended questions and were able to answer the questions **thinking critically**. The practitioner showed the children a basket of pretend food and discussed which foods are healthy for our teeth alongside showing them images of healthy and non-healthy teeth. They were able to understand which foods are not good for our teeth such as sugary foods and snacks and talked about how milk and cheese contain calcium and are beneficial for stronger teeth and bones. Towards the end, the children were given a toothbrush and they practiced squeezing the paste onto their brush and brushing the dentures (model of teeth). The practitioner also modelled this to the children using the large brush and denture as she explained to the children the directions using circular motions along with a song, '*This is the way we brush our teeth*'. The aim of this activity was for the children to learn the importance of oral health and extend their knowledge.



Fruit cutting

Physical development – Moving and handling

The children participated in cutting fruits as they were given a chopping board and a child-friendly knife. The practitioner first showed the children two fruits which were an apple and a pear. The practitioner asked the children if they knew where apples

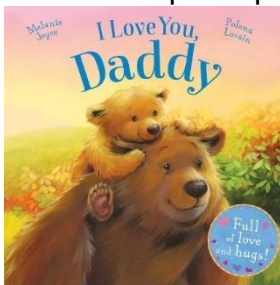


come from? The children pointed at the tree outside and replied, "Tree". The practitioner then showed the children a pear and asked, 'Where do pears grow?' The children were not sure, and she told the children that pears also grow on trees just like apples. The practitioner used a knife to cut the apple in half and showed the children as she talked about seeds and how trees grow by planting seeds. The practitioner spoke about safety and that only adults can use sharp tools and the benefits of eating fruits with the skin as it's healthy. The children were given a piece of apple and a pear and were using their fine motor skills to hold and cut their fruits **handling tools and objects, safely and with increasing control and intention**. The children who took part in cutting were, Alice, Cesar, Siena, Eli, Gaad, Zeynep, Sophia, Vanessa, Eliz, and Nala, and Malaiyah

joined in afterwards. The children enjoyed cutting their fruits as they were quite calm and were eating their fruits after cutting them.

Carers/Special people

The children participated in a theme about special people in their lives due to the upcoming carers day (Father's Day). We promote equality; therefore, the children are given choices of who they would like to make a card for. We also spoke about special people in our lives such as family members and close friends. Some children have attended our carers day event, inviting parents to come and take part in some activities with their children.



Making handprint cards

Understanding The World – People and communities

The children participated in an activity making handprint cards for their loved ones. The children took part in two groups and the first group consisted, of Galad, Siena, Willow, Eliz, Alice, Idris, and Elyas. The second group of children were Sophia, Nala, Cesar, and Bobby. The



practitioner first started by reading the children a story about



loved ones. For the first group of children, the practitioner read the children a book about an elephant family as she showed the children members of the family, and the children were able to name them identifying big and small. The children **learned about similarities and differences between themselves and others, and among families and communities** as they talked about their close family members including grandparents. The second group of children chose

another story containing different animals and their loved ones. After naming different members of a family, the practitioner provided the children with different coloured paper and asked the children which colour they would like. After the children had chosen their paper, they were all happy to have their hand-painted while the practitioner supported them in painting their hand and printing it onto the paper to create a heart shape with their hands. The children were asked who they would like to make their cards for all the children mentioned either their mummy, daddy, or their younger or older siblings.

Drawing our family members

Communication and language – Speaking

The children took part in drawing their families who are special to them. The children were provided with a piece of paper, colouring pencils, and small models of people. The children who participated were Bobby, Hudson, Eli, Vanessa, and Zeynep. They sat down and first listened to a storybook and talked about special people in their lives. Zeynep said she loves her daddy, Vanessa said, mummy buys her toys and cooks for her. Bobby said Mummy gives me cuddles, Eli said he loves his mummy and daddy and also mentioned his younger 'Noah'. The children were able to [use language to share their feelings and experiences](#). Some children were able to name their family members, for example, Zeynep mentioned her mother's name 'Esra', and her older brother's name 'Ayaz'. Hudson mentioned his mother's name 'Miranda', his father's name Scott, and his younger brother 'Lucky'. The children drew their family members, as some children drew features of a face and hair, and some drew scribbles and lines but were still able to give meanings to their marks.



Transitioning to school/Nursery

Phonics

Literacy – Writing



The children took part in a small group of phonics session. This included Alice, Siena, Nala, Cruz, Eliz and Willow. The children were given boards, marker pens and a cloth. The practitioner showed the children the letters from book one: 'S', 'A', 'T', 'I', 'P' & 'N', as the children have already learned these. After sounding out the letters, the practitioner showed the children how to write on the boards.



The children copied the letters, and they were all eager to try. Willow, Nala, Cruz and Siena [showed a can-do attitude and pride](#) as they shouted, "I did it". Eliz and Alice were more interested in drawing pictures. Eliz drew a picture of her dad and was able to draw his features and long hair very well. The

children were also able to name words that began with the letters above and call out their names and others. For example, Alice and Siena were able to recognize the first letter of their first name as the practitioner was going through the letters in book one.

Trying on school uniforms

Personal, social, and emotional development – Sense of self

The children practiced how-to put-on school uniforms independently. Before trying on the uniforms, the practitioner had a group discussion with the children explaining that when they go to school, they will be wearing school uniforms. Most children enjoyed putting on dresses especially as the weather was quite warm and sunny. Some children tried on school jumpers, t-shirts, and trousers. They talked about what school they would be going to, for example, Cruz mentioned he would be going to the same school as his sister. Zeynep pointed to Mossbourne School which is next door to the nursery when she was asked what school she would be transitioning to. Some children will be moving to our other site as we discussed a new environment, playground, and classroom. Nala said her sister is going to a big school and she could recognise the uniform colours. The children were [aware of the similarities and differences between themselves and others in more detailed ways and identified themselves in relation to social groups and their peers.](#)



They were shown different school uniforms, and they were told different schools have different uniforms and colours. We talked about Mossbourne Parkside Academy which has white shirts and grey trousers. This activity aims to get the children ready for school by putting on their uniforms independently. Alice said she visited her big school with her daddy, and she was happy. Willow said, "I'm going to a big school too". We reminded them of some of the rules at schools, such as good listening and playing nicely with their peers which is what we practice at nursery too.



Bonus Classes

Yoga

CL – Listening and attention

The children participated in a short yoga session in the room, where they laid down on mats, closed their eyes and practiced a few minutes



of mindfulness. This supports the children's brain development to rest the mind and concentrate on their thoughts and thinking. It's also beneficial for children who have had a busy day, especially for those who do not require a nap after lunch as it helps to calm and relax the children.



The children first started by breathing in and out, then were asked to lie down and listen to the calm instrumental music. The children **were able to listen to instructions** but some of the younger children were becoming distracted at times and, therefore needed a toy to hold onto, whilst laying still. After lying down for a few minutes, the children imitated some poses such as the snake

pose, butterfly pose, and tree pose. The practitioner and the children counted to ten each time while doing the poses, stretching their bodies, bending and squatting down.



YOUR NURSERY



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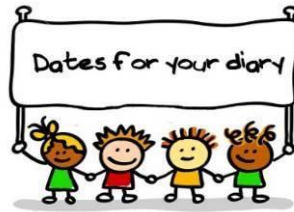
roof.topnursery

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

Look out for all updates



Instagram



27- Month Review

Tuesday 25th June 2024

Photoshoot

Tuesday 2nd July 2024 (9am – 1:30 pm)

Parents Afternoon

Thursday 4th and Friday 5th July 2024

Graduation Ceremony

Wednesday 17th July 2024

Annual summer trip

Friday 19th July 2024

Summer Holiday

Last day Wed 14th August 2024 Nursery closes at 4 pm -

Re-open Tues 3rd September 2024 –

Mon 26th August – Bank Holiday

Mon 2nd September - Inset day

Winter Holiday

Last day Friday 20th Dec Nursery closes at 4 pm

– Re-open Fri 3rd Jan 2025

Wed 25th Dec – Public Holiday

Thurs 26th Dec - Public Holiday

Wed 1st Jan – Public holiday

Thursday 2nd Jan – Inset day

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

Name (optional): _____ Date: _____