



**A very Happy
Birthday to Artemis**



As part of the ongoing training at Rooftop nursery, some Brook and Ottaway staff came together and completed a Food Hygiene and First aid course.

Aside from Inset day training, all staff took part in different trainings carried out by external companies who come into the nursery to carry out the sessions and reiterated this vital information which helps to build on the staff's knowledge and understanding when it comes to following policies and procedures in the workplace



Celebrating the Queens Platinum Jubilee

The Platinum Jubilee marks Queen Elizabeth II's 70th year on the throne an achievement Her Majesty reached on 6 February this year. The bank holiday weekend will see four days of celebrations, with events including Trooping the Colour, a Platinum Jubilee concert, a pageant, and a Service of Thanksgiving.

At Rooftop Nursery we ensured the children were involved in this special occasion as we implemented some fun arts and craft activities, dressing up, role-playing the royal family, and our very own afternoon tea party for them to take part in. This was a great opportunity to enforce the British values as part of their planned activities which also links to the EYFS curriculum. The children were able to learn and understand cultural celebrations alongside their peers and the practitioners who also got into the swing of the celebrations and dressed up in the colours of the union jack flag (Blue, red or white). The practitioners also put together a display that resembled Buckingham Palace, Queen Elizabeth II and a soldier and the children made some yummy Victoria sponge cakes for their tea party.





Forest Play

At Rooftop nursery, we have yet again commenced our amazing forest play sessions with the pre-school children after the Easter Holidays which has been very exciting. The Forest play session took place at Hackney Downs Park and the children were accompanied by the nursery manager Hafiza who is our Forest play lead along with the pre-school children from our Ottaway site.



Forest play is an inspirational activity that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees and natural resources. Forest play is a specialised learning approach that sits within and compliments the wider context of outdoor and woodland education.



Practitioners at Rooftop nursery believe that the children would benefit from taking part in new forms of education as this will enhance their future development. During these sessions, the

children have been given the opportunity to play with natural



resources such as mud, sticks, leaves and flowers. The children have been allowed to explore freely whilst monitored and supervised at all times. We feel very confident that this opportunity will benefit the children and staff at Rooftop. We have held safety sessions with our practitioners to make them aware of the risks involved and to explain to them what forest play involves. The practitioners have had in-house training by the management team. During this trip, we have used red tape to represent boundaries for the children, which outlines areas the children are allowed to play within, and which areas are prohibited as part of our health and safety procedure. Our forest play lead has a recognised qualification in this field and attends regular training throughout the year to implement further support and ideas for outdoor play to the rest of the staff team.



Once again thank you for the donations, during Children in Need/Sport relief, we received our certificate for the amazing £200.00 we raised.

Trip update - Thank you for all your suggestions and votes. After counting the votes, at present Legoland has received the most votes. The trip will take place **on Friday 22nd July 2022**. Look out for the email/ letter coming your way soon.

Male Carer's Day: On Thursday 16th June 9.00 -11 am- keep your morning free!

You are most welcome to attend this special occasion with your child and meet all the other dads, granddads, brothers, and uncles. Male Carers' Day is a great chance for male carers to come along to the nursery and spend quality time, participating in fun activities with your child/ren. There will be special gifts for all carers who attend, and food will be provided. **Timetable for the day:**

9.00-10.00 am - Indoor Activities

10.00 -10.30 am: Activities and games for carers (obstacle course)

10:30 -11:00 am Food/drinks and gifts



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 20th 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 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 Star 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 & an entertainer for the children for this special occasion. Please get in touch if you would like to help us out.

Parent Notices

- Please call the office by 9.30am or 1:30pm to inform us of any absences or late arrivals.
- No mobile phone/camera policy: Please put your phones away once you enter nursery premises.
- Please return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, hats.
- Please store buggies in an orderly fashion, do not obstruct the pathways. Please support us by **folding your buggies**.
- Please ensure your child does not bring toys to nursery, we will not be responsible for any toys that are lost
- Please ensure your child does not bring coins/money into 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 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 every one 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
- **Covid-19 updates**

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>

A reminder of the Bonus programmes 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 Leo, Nusrat, Blessing and Exuaciane to Rainbow Room

Eid & Spring

The children came back after their bank holiday weekend and started nursery on Wednesday 4th May 2022 as we were also closed on Tuesday due to Eid. The children were only back for three days therefore we focused on settling the children into the nursery, introducing them to spring activities, and having an Eid party for those who were celebrating. We also set up a mini display table for the children to explore different cultural and religious events through free play in which they may have taken part in their own experiences with their family and friends.



Eid party

Understanding the world – People and communities

The children in the morning and afternoon took part in an Eid party, they were given a choice to come to nursery dressed up in their favorite outfit and some children came in with their cultural dresses. First, the children took part in having some snacks where the practitioners decorated the room with some balloons and placed party covers on the table.



The practitioners who celebrated Eid spoke to the children about their experiences and talked about what they did during Eid and spoke **about past and present events in their own lives and in the lives of their family members.** This encouraged some of the children who have language and understanding to talk about their past experiences as we also discussed different cultural and religious celebrations that the children celebrate at home such as Christmas, Chinese New Year, Diwali/Holi, Hannukah etc.



At Rooftop nursery we give the children the opportunity to explore a variety of traditions and to **learn that they have similarities and differences that connect them to, and distinguish them from, others.**



After the children had eaten their snacks, they took part in dancing to some music and playing some games such as musical chairs and bumps, as the children **enjoyed joining in with family customs and routines.**

Spring & Gardening

The children continued taking part in spring activities and started our gardening project where they planted their individual watercress, painted blossom trees, explored different insects and spring animals, and made 3D daffodils. During outdoor play, the children have also shown interest in playing with soil therefore, we have also set up the mud kitchen for the children to take part in role-playing and use their imagination through nature when exploring with mud, stones, sticks, leaves, pots, and pans.



Painting blossom trees - Expressive arts and design

The children in the morning and afternoon took part in painting blossom trees. The first group consisted of Olivia, Chiara, Safwan, and Lucas and in the afternoon Aayden, Nora, Sariyah, and Dewan took part. The children were provided with paint, paper, and a small piece of broccoli which they dipped into their pink paint and stamped all over their paper to create a blossom effect. Before painting, the children observed how the practitioner mixed two paints together which was red, and white to form the colour pink, the practitioner also talked about how blossom trees can be pink or white.

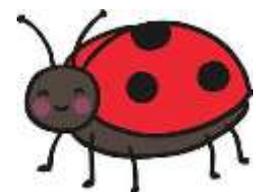


This was a great method for the children to explore how the broccoli was giving a flower pattern of a blossom tree. We **talked about some of the things that the children have observed** outside of the nursery as we discussed how flowers and leaves start to grow during the season of spring and the children have also noticed how leaves and flowers have grown as they pointed outside. The children were able to **develop an understanding of growth, and changes overtime** knowing that blossom trees grow

towards the summer.

Minibeast/Gardening

The children took part in a theme about insects and minibeasts as they have shown interest in playing with insects during free play and have also been looking and searching for insects during outdoor play. Therefore, we have planned some activities such as doing some craftwork by making different kinds of insects such as butterflies, bumblebees, ladybugs, and spiders. The children have also taken part in a minibeast hunt as we provided some resources such as magnifying glasses, tweezers, and activity sheets with images of different kinds of insects they had to search for in the garden.



Painting ladybugs

Expressive arts and design: Creating with materials

The children in the morning and afternoon took part in painting ladybugs. This consisted of Chiara, Olivia, Kymani A. Safwan, Meklit, Lucas and in the afternoon, Aydin, Nora, and Blessing took part. The children used paper plates, paint brushes, and red paint to make their ladybugs. When each child was given a paintbrush and a paper plate, they dipped their brush into the paint and were encouraged to paint all around the paper plate. Some children required support as the practitioner guided them to dip their brush into the paint pot and spread it over the paper. Most of the children used their **right hand whilst holding their paintbrush**, this activity gave the practitioner the opportunity to observe the children's dominant hand whilst they took part in this focus activity.



The children showed different ways and techniques whilst painting, for example, some children were painting across forming lines and Lucas showed interest in making dots on his with his brush whilst painting. Meklit painted her hands as she showed interest in exploring the texture of the paint. Whilst painting, the practitioner had a conversation with the children about Ladybugs and discussed details such as their shape and size. The practitioner asked the children, 'what colour are ladybugs?', and the children replied, "red". The practitioner explained that ladybugs can also come in different colours such as orange, brown, yellow, black, and white, and have dots. The practitioner explained to the children that ladybugs have wings and can fly and another name that can be called Ladybird.



Parachute games - Physical Development: Moving and handling

Rainbow room children have shown interest in a variety of physical games recently and to build on this we decided to plan some fun games for them to participate in. One of them is the Parachute game and another game which includes the use of stretchy material to support the children's physical strength and build on their teamwork. The practitioner introduced them to playing tug of war.

During the morning and afternoon sessions most of the children participated in this activity, they were excited, showed interest and had a great time taking part in both games and had the opportunity to also learn to take turns and wait for their turn. The children were able to **show increasing consideration of other people's needs and gradually more impulse control in favorable conditions, e.g. giving up a toy to another who wants it**. Kymani A, Chiara, Lucas, Idris, M. Safwan, Olivia, Sariah, and Meklit all had a turn to sit in the middle of the parachute while all their friends and the practitioner were shaking the parachute either fast or slow by requesting each child which speed they prefer, the



children were **independent during a task that uses both hands** and did well without much support of the practitioner.

During the afternoon session, both Rainbow and Star room children were combined as we had low ratio, they all took part in another session of the parachute game and tug of war to make it more challenging because of the star room children. Murat, Queensther, Exquaciane, Blessing, and Dewan also had the opportunity to use the parachute and the practitioner placed different sized balls on the parachute which the children had to shake very carefully to prevent them from falling off the parachute, they also tried shaking the parachute fast so the balls would bounce up and down whilst trying to keep them inside. The practitioner also asked the children to lay down under the parachute whilst they waved it high and low and sang, 'Twinkle, twinkle little star' as the children pretended to sleep. The children then took part in playing tug of war with the practitioner. The competition was practitioner vs all the children because they wanted the practitioners to be part of the game. The practitioner allowed the children to choose who they would like to be part of their team. This game enabled the children to work as a team, use their strength and learn to compete against others to gain the success of winning. The children showed a lot of excitement and interest in this game, they cheered whilst playing and **showed pride in their accomplishment** when they won against the practitioners. Overall, it was a lovely day, and the weather was great, the children had a lot of fun and learned some new skills during the process.



The Queens platinum jubilee celebration

The children took part in a variety of activities to learn about Queen Elizabeth II and the royal family. The practitioners showed the children images of the queen, the royal family, Buckingham Palace, and her carriages. The practitioners also set up a mini display for the children to observe and explore royalty as we talked about the queen's age, crowns, the guardians, and many more. The children also took part in a role-play during free play where the practitioners provided the children face masks and dressed up where the children took part in pretend play and had tea a party. The children also took part in making cupcakes and we had a royal party both in the morning and afternoon celebrating the queen's 70th platinum jubilee.

Celebrating the Queen's Platinum Jubilee

Understanding the world – People and communities

The children in the morning and afternoon took part in celebrating the Queen's Platinum Jubilee. The children made cupcakes the day before and decorated the cupcakes with fresh cream and strawberries the next day. The practitioners decorated the room with balloons and hang a bunting across the room and we also had red table covers with British flag paper plates. Some children and the practitioners came in dressed up for the party as the colour theme was white, red, and blue. Whilst the children sat down to eat their snacks, we played



some royal classic and opera music in the background and gave the children the opportunity to [listen and explore the sounds of different music](#).

Whilst the children were having their snacks, one of the practitioners dressed up as the queen as she put on a mask and went into the room to show the children. This was for the children to understand the meaning of this celebration and to [know about similarities and differences between themselves and others, and among families, communities, cultures, and traditions](#). As the practitioner approached the room as the queen, some children were amazed to see the queen and some children felt scared.

The queen came in waving her hand at the children and as she sat down, the other practitioner brought the decorated cupcakes in front of the queen. The children were then offered the cake that they made during snack time and after finishing eating, they took part in dancing as some children paired up and danced together and took part in some physical games.



Yoga

Understanding the world: The world

Rainbow room children took part in yet another session of yoga where they focused on their inner self, had time to relax, take deep breaths, and take part in a range of poses. Chiara, Olivia, Sariyah, M. Safwan. Leo, Lucas, Kamani A and Meklit took part in our Yoga session with the support of the practitioner.

The practitioner noticed that rainbow room children found Yoga a bit challenging as sometimes it takes a while for them to get involved. During this session, the practitioner gave the children the option to take part if



they wished to.

To start with the children had to take their shoes off, and select a yoga mat to use, the lights were dimmed, and the sensory lights were turned on whilst we had some relaxing yoga music playing in the background to set the tone. The children that took part maintained good focus and attention, to begin with, they did well when they had to cross their legs and focus on their breathing as they imitated the practitioner, and some of the children were able **to respond to instructions with more elements**, However, when the practitioner asked them to lay down on their mats, some of the children lost interest.

The practitioner recaptured the children's attention when she moved on to showing them the poses which required their focus, and they had to maintain good balance to complete the desired pose. The children tried their best and they were praised for every effort made. Meklit and Lucas were on and off during the activity, but they did take part for a short time. Chiara, Olivia, and Sariah got a bit distracted by their peers.

The practitioner was happy with the children for being able to have a better understanding of their emotions and feelings through yoga as it encourages them to use their gross motor skills to make

Tiny Mites Expressive arts – Being imaginative and expressive

The children took part in their 'Tiny Mites' session in which we have a lady called Janine who comes in every two weeks to carry out an interactive music session with the children. This session consisted of Olivia, Lucas, Safwan, Leo, Kymani A, Sariah, Meklit and Chiara. This is a program for young children in which they introduce and provide different resources such as props, instruments, and objects for the children to use and explore whilst singing and dancing.



At first, Janine introduced the children to some puppets which are called the 'Tiny Mites' who are magical fairies. Each puppet represents a different character and has its own personality, and each character plays a different instrument. Janine introduced to the children different props and songs and played some imaginative games which the children **experimented with and created movement in response to music** as the children enjoyed following actions to some songs which involved moving their bodies to the sounds. Each week, Janine introduces different action songs and puppets to the children. This time, the children took part in a counting song of 'incy, wincy spider' as she held a spider puppet and counted with the children how many legs it had.



The children also took part in a zoo song, where she showed the children large cards of different wild animals and did the sound of each animal. The children also copied the actions and imitated the sounds of each animal. The children again enjoyed taking part in a car song and Janine gave the children plastic plates to hold which represented a steering wheel. The children used the plates to turn



around, pretending to drive their cars, and tapped onto the plate according to the song which represented the car horn. The children also used their hands to clap and wave their arms in the air whilst dancing to the music and took part in some counting songs. Towards the end, the children ended the session with some bubbles and sang a goodbye song

Star Room

Welcome to Star Room

Book Bags: Changed weekly every Tuesdays or Thursdays

If parents can ensure children are not bringing in personal toys from home, we will not take responsibility for any missing items

Transition: We would like to welcome Rodin, Kymani James, and Francis to Star room, they have recently settled in after the holidays and have made great progress and bonded well with both children and practitioners in the room

Eid celebration

Understanding the world - People and communities

As the children returned from the Bank holiday weekend, they had a short week due to the nursery being closed for Eid. The practitioners planned an Eid party in which they took part along with some fun and games. The children also watched a video of how Muslims take part in this celebration at the end of Ramadhan and there was an interest table with Eid-related items for the children to look at and explore. Some of the children that celebrate Eid also came to nursery dressed up in their beautiful clothes.



Eid, which means "festival of breaking the fast", is a religious holiday and a day of celebrations when Muslims will give thanks to God and exchange small gifts and cards. People usually dress in new clothes or in their finest outfits for the day and visit family and friends.

Nahya, Mohammed Saif, Chloe, Iqra, Theo, Murat and Uriel took part in our Eid party. They started off with having their snacks and then when they were finished the practitioner began asking the children, 'who celebrates Eid? "What did you do, wear, and eat?'. Nahya began telling the practitioner, "I wore a dress, and my mummy was cooking lots of food". The children who celebrated





Eid were able to **talk about past and present events in their own lives and in the lives of family members.**

When Nahya finished sharing her story with the practitioner and her peers Iqra came over to the practitioner and began showing her peers her henna. The practitioner said, ‘that’s nice it has your name?’ Iqra responded, ‘yes’. Nahya also told the practitioner that she has henna on her hands too, as she **showed interest in the lives of people who are familiar to them.**



Mohammed Saif told the practitioner that he ate food with his little brother Safwan. The children watched a short video to see what Muslims do during their Eid celebration, some of them recognized the mosque in the video and spoke about the yummy food they were eating. After the video clip had finished the practitioner put on some Eid music and the children were holding their peer’s hands and danced around. The children really enjoyed dancing to the music and asked their peers to join in.

Spring

Star room children have continued with their theme of ‘Spring’ to give them the responsibility of growing and looking after their watercress and a variety of flowers and vegetables which we will be linking as part of our gardening project. These planting activities allow the children to monitor and **develop an understanding of growth, decay and changes over time**, talk about what they can see, how they can make their plants grow, what type of things they require for their growth etc. In addition, the children took part in some creative activities such as ‘planting cress, making bumblebees, decorating flowers and making raindrops.



Planting Cress

Communication and language - Understanding

Rodin, Aymen, Chloe, Mohammed Saif, Amina, Hidaya, Keerath, Murat, Queensther, Aydin, Areece, Etelvina-Nana, Michaeah took part in planting cress to start their ‘Spring’ theme. The practitioner asked the children, “who knows what this is?” Whilst showing the children the cress pack, the children were puzzled and unsure. The practitioner said, “this is watercress seeds”, and this is what we are going to be growing, can you repeat that for me? All the children repeated the word “cress” confidently.



The practitioner asked the children, ‘why are we not allowed to put seeds in our mouths?’ Hidaya responded, ‘so we don’t get sick’, which shows **Hidaya is beginning to understand why and how questions.** The practitioner gave each child a cup and said first we are going to put some cotton wool inside the cup, and I want you to push it all the way to the bottom. Each child took the cotton

wool from the practitioner and pushed it to the bottom of their cup using their fingers. When they finished Hidaya, Keerath, Michaeah and Areece asked the practitioner, “what are we doing next?” The practitioner said, “next we are going to take some seeds and sprinkle them on top of the cotton wool”. The practitioner poured some seeds on a plate and asked the children to take some and then place them on top of the cotton wool in their cups, which they followed through correctly as they **showed understanding of prepositions such as under, on top, behind by carrying out an action**. Once they finished, they each waited for one another to pour the water into their cups independently. The practitioner asked the children, ‘why do we need to water our plants every day?’ Aymen, Uriel and Michaeah responded, ‘so it can grow’. This shows they **understand the use of objects**. They each poured the correct amount of water without over watering their watercress.



Making a bumblebee

Understanding the world - The world

Aymen, Hidaya, Liam, Murat, Chloe, Mohammed Saif, and Francis took part in making a bumblebee for their Spring display. The practitioner provided the children with glue, yellow paper, black paint, googly eyes and a paper plate as they were making their bumblebees. The practitioner explained to the children what they were going to do and asked the children about the life of a bumblebee such as, ‘where does it live?’ Aymen and Liam responded “home”. The practitioner told the children, the bumblebee’s home is called a “hive”. If we hurt a bee home how would they feel?’ Chloe responded, ‘angry’, which shows she is **beginning to understand the effect their behaviour can have on the environment**.



The practitioner asked the children, “who can tell me what bumblebees eat?” All the children answered by saying bumblebees make honey and get food from the flower. The practitioner asked the child how many legs the bumblebee has? Aymen responded, ‘4’ The practitioner asked the children, ‘Do bumblebees have stripes or dots?’ Chloe responded, ‘stripes’, which shows they **know about similarities and differences in relation to places, objects, materials and living things**.



They were very interested in learning about the bumblebee, and maintained a good level of attention, the practitioner also showed them a video of the bumblebees collecting their nectar from the beautiful flowers and how honey is formed.

Exploring Colours

Star room children took part in exploring different colours as their theme as the children have shown great interest in mixing coloured paint during a range of their activities for Spring. They have also shown curiosity in the changes they have noticed during painting activities whilst observing colour change and have been questioning the practitioners in terms of which 2 colours they need to mix to form another colour. The children also took part in a colour changing milk experiment, mixing paint in a freezer bag and adding decorations, mixing paints together to see what colour together and guessing the colour of ice in a balloon'



Guessing the colour balloon and smashing it

Communication and language – Speaking

During free play activity, the practitioner provided the children ice balloons which had food colouring inside. She asked each of them to guess what colour the ice was inside. They were all excited to have a guess and looked forward to discovering the answer. The practitioner used a large tray and provided the children with rolling pins to use when smashing the ice to pieces and explained to the children that they are not allowed to put the ice in their mouth or eyes as this ice has food colouring and is not for eating.

Liam, Theo, Murat, Saif, Rodin, Hidaya, Amina, Iqra, Chloe and Kimani enjoyed guessing the colour of the ice inside the balloons. The practitioner asked the children what colour they think it is inside these balloons. All children were able to identify the balloon colour on the outside very easily, but they were not sure about the colour inside the balloons.



The practitioner asked the children what colour they think it is inside? They each took a guess, Chloe said "red". Liam replied "orange ". Hidaya said it is "purple ". The practitioner spoke to the children about the texture and asked the children how does it feel? Saif replied, "it's cold ". The practitioner asked children if it hard or soft? Iqra replied it is "soft, Chloe said it is hard. The practitioner assigned one of the children to cut the balloon open using a scissor to discover the colour. Once it was cut open, they all shouted, "it's red". All children took turns throwing the ice and smashing it using their rolling pins.

Celebrating the Queens Platinum Jubilee

In the build-up to the Queens Platinum Jubilee celebrations, Star room children took part in a variety of activities to help the children understand who the queen is, how important she is and her job role. The activities carried out linked to the **British values** which is an important part of the EYFS curriculum and sharing knowledge and understanding for a variety of celebrations. Star room children took part in, 'decorating crowns, afternoon tea party, handprint flags, watching a video of Queen Elizabeth and making the queen a Victoria sponge cake



Decorating Crowns

Physical development – Moving and handling

Chloe, Francis, Keerath, Yusuf, Etelvina-Nana, Areece, Queenstar, Hidayah and Theo took part in decorating crowns for the queen. The practitioner gave the children some sticking resources for them to stick on their crowns for them to be personalised. Chloe, Uriel, Etelvina-Nana and Francis used their right hand to move the glue around on their pieces of paper and Keerath, Kymani, Hidayah, Queenstar and Theo used their left hand to spread the glue on their pieces of paper.

Queenstar asked the practitioner, 'can I use my hands?' whilst showing her hand to the practitioner, being able to **name and identify different parts of the body**. The practitioner asked the children, "who knows what the Queen looks like and who knows who the Queen is?" The children were unsure. The practitioner showed the children a picture of the Queen and said, "this is Queen Elizabeth II can you repeat that". The children repeated it confidently. The children were able to choose the glitter they wanted to use as we had a range of colours and they each sprinkled it onto their crowns. Areece asked the practitioner, 'can I wash my hands they are sticky?' Which shows he is **developing some independence in self-care and shows an awareness of routines such as handwashing**. The practitioner showed the children 4 different crowns and gave them a choice of the crown they wanted to decorate. When their hands were too sticky to place the gems and sticking resources on their paper, Star room children asked to wash their hands, Star room **can wash and can dry hands effectively and understand why this is important**.



The Queen's afternoon tea

Personal, social and emotional development - Understanding emotions



Kymani, Theo, Aymen, Iqra, Keerath, Hidaya, Mohammed Saif, Amina, Liam, Murat, Areece, Etelvina-Nana and Francis had their afternoon tea with the Queen. Star room children had some yummy snacks, fruit bread, carrot sticks and pear. The children passed the snacks around to their peers and ate well. The practitioner explained to the children, 'we have a special guest with us today. One of the practitioners put the



Queen's mask on their face and was walking past star room children. Star room children were showing a range of different faces some children were surprised, happy and sad. The children who were sad, [seek comfort from familiar adults when needed and distract themselves with a comfort object when upset](#). As the children made the Queen a sponge cake the day before the practitioner put whipped cream and cut up strawberries. The children were listening to royal music in the background. Areece and Etelvina- Nana took part in dancing to Royal Musical statues.

When the music stopped the children would freeze and when the music started again, they would begin dancing. In the afternoon one of Star room peers began crying as the Queen walked in Areece came over to the practitioner and said, 'he's crying'. He was able to [talk about how others might be feeling and responds according to their understanding of the other person's needs and wants](#).

Bonus sessions

Heuristic Play

Expressive arts and design - Being imaginative and expressive

Heuristic play involves the sensory exploration of 'everyday items,' anything from some rice or pasta or a wooden spoon to a piece of string or sticks from the garden. The difference between this and playing with toys is that toys are often limiting in what they can do, meaning a car is meant to be rolled back and forth, while heuristic play with any household object allows your child's creativity to take over. Having an open-ended object to play with stimulates innovation, creativity and imagination as your child discovers the ways the object can be used, all characteristics of which are essential to learning and development.

Children have an urge to handle things: **to gather, fill, dump, stack, knockdown, select and manipulate in other ways**. Heuristic play provides children with the following benefits:

- It stimulates creativity and imagination
- It supports gross motor skills and brain development in toddlers
- It stimulates multiple senses and critical thinking

- It promotes early mathematical conceptual learning

During Star room's Heuristic play session we had a variety of household and natural objects set out for our group of children to explore, ranging from metal buckets, metal spoons, wooden spoons, sponges, belt buckles, lids, cardboard rolls, zippers and many more items.

Aymen, Kymani, Uriel, Chloe, Mohammed Saif, Theo, Iqra, Rodin took part in heuristic play Iqra. Uriel and Mohammed Saif picked up the metal sticks and cardboard rollers and began banging the metal buckets to create sound. As there was music playing in the background Iqra began singing to the music whilst banging the metal buckets, [engaging in imaginative play based on her own ideas or first-hand or peer experiences.](#)

Murat enjoyed playing with the Pandora boxes, he was opening and closing them, he also used his imagination by placing some of the buttons inside the Pandora box whilst opening and closing the lid. Theo picked up the metal buckets and began creating various sounds inside them. Kymani and Uriel were using the cardboard rollers as binoculars as they walked around the room looking through them to see if they were able to see one another.

Chloe enjoyed playing with the sponges and placed one on top of the other, the practitioner asked Chloe, 'what did you make?' Chloe responded 'a long blue tower' which shows that she can [create representations of both imaginary and real-life ideas, events, people and objects.](#) Yusuf enjoyed exploring the zips, he pulled the zip up and down numerous times. Aymen picked up a lid and looked through it, whilst he was looking through it, he came over to the practitioner and said, "I can see you". Kymani and Uriel lined up the cardboard rollers on the table and once they were lined up Kymani rolled his cardboard roller to bump into the rest of



French

Star room children took part in yet another exciting session of French in which they learnt about Firefighters.

Firstly, they had to repeat after the French teacher and say the word Pompier (Firefighter). The children also pretended to be firefighters. During this session. Liam did not join in for the first part of the session but with some encouragement from the practitioner he joined in afterwards.

Debbie asked the children to pretend that were wearing firefighter helmets (Cask) and they were happy to role play and imitate her actions. Keerath was able to guess what the French teacher was displaying, which was a jacket, she also role played climbing the ladder and then laid down on the floor and the children also acted out the scene. [The children joined in with repeated refrains and anticipates key events and phrases](#) from the story they were role-playing with the French teacher.

Debbie gave out materials afterwards and began waving it in the air with the children as they pretended it was a big



fire, she asked the children how shall we remove the big fire? Some of the children shouted, "with water". They all pretended to get their hosepipe out and attempted to take out the fire. Debbie then gave the children some shakers and they were shaking them using their gross motor skills and danced along to the music in the background, she ended the session by blowing bubbles and providing stickers for the children who made such a great effort during the session. They all did well and showed **high levels of involvement, energy and fascination**

The children learned a variety of new words in French ranging from Firefighter, jacket, helmet, fire engine, hose, and fire/flame.

Tiny Mites

Expressive arts and design - Creating with materials

Star room children took part in another session of tiny mites with their music teacher Janine, during this session they had the opportunity to learn about Dinosaurs. The children showed interest as many of them love to play with Dinosaurs during free play.

Chloe, Mohammed Saif, Murat, Kymani, Theo, Uriel, Keerath, Hidaya and Francis took part in this session. Janine began talking to the children regarding their numbers and they also sang a song related to numbers They started off with counting how many Tiny Mites Janine had. Janine sang the introduction song; the children were confident to join in with minimal support from Janine as they know the song very well. As they sing the introduction song every session, they are **singing familiar songs**.

Once Star room children finished singing their introduction song Janine went around to each child asking their names? Janine moved on to her first song which was the Tiny Mites superhero song. The second song Star room children sang was the Grand old Duke of York song. They enjoyed copying Janine and the practitioners as they acted out the song and were able to follow all the instructions. **They enjoyed joining in with moving and dancing**. Janine went on to sing the drumming song. Star room children haven't sung this song before, but the children were engaged in the song and followed the instructions confidently. Once they finished singing the drumming song, they moved on to singing the car song and they were provided with plates to use as their individual steering wheel.



One of the new songs was related to Dinosaurs, the children showed interest in this song and Janine also took out some Dinosaurs from her bag to use as a prop, we

also had some of our own soft toy Dinosaurs on the carpet area, so some of the children used their initiative and used them during the song. **They were making music in a range of ways, e.g. playing with sounds creatively, playing along to the beat of the song they are singing or music they are listening to.** During the final song, the children counted their fingers. Lastly, Janine took her bubble machine out and sang the bubble song as the children popped the bubbles that were floating in the air and had a lot of fun.

Forest Play

Our Forest play session has now resumed back this year with our Forest play lead Hafiza Bhaiyat (site manager) taking out time to ensure that the children have access to a variety of different experiences and skills in the outdoor environment. The children felt very excited to start their forest play session and for some children, it was their first-time taking part. As the children set off to go forest play, they observed their surroundings, **commenting and asking questions about aspects of their familiar world such as the place where they live or the natural world.**



The children started forest play after a long term and were extremely excited to take part in the session again. We held our second session with the children, and this consisted of Theo, Areece, Etelvina - Nana, Queensther, Hidaya, Liam, Murat, and Uriel. For Theo, Areece, Etelvina, Queensther, Keerath and Hidaya it was their first-time taking part in forest play this term.



We began forest play by entering the park and as we walked in, the children freely ran through the grass to meet their other peers and staff who also joined us at the park for Forest play. As we approached our meeting point, the children were greeted by the children and staff from the other nursery at Ottoway and by the manager Hafiza Bhaiyat. The children were able to **follow and respond to instructions** very well as we formed a circle whilst the 'Forest Play lead' (Hafiza) made the introduction to the session. She told the children to put their hands in the middle of the circle and begin to pretend to stir the honey pot and stick their elbows together, reciting the rules. The rules are, 'no picking, no licking', 'no passing through the red tape', 'if we see a dog or a bumble we stay still and cross our arms' (X-factor). The children were also told that when we say '1,2,3, camp base', we all need to gather back to

our designated area for our group discussions. As we went through the rules with the children, they were **aware of the boundaries set, and of behavioral expectations**. We also discussed and reminded the children of the danger of being in public at times such as strangers, and other things such as getting lost or not finding our way back to our friends. After recapping some of the safety rules, the children were asked questions to see if they understood for example, when the practitioner asked, "are we allowed to pass the red tape?", all children replied, "no". The children were then set off and divided into two large groups as one group went to do mud painting and the other log climbing.

Mud Painting:

The children gathered around a pit hole with their buckets and paintbrushes. They all began digging the soil with their spades and were putting it in their buckets. When they finished digging the soil and placing it inside their buckets, they asked Hafiza, as she was sitting near the hole for some water to pour. The children began mixing their soil and water using their paintbrushes until they were satisfied and then set off to do their mud painting. Aymen was painting on the large log and the practitioner asked, Aymen, 'what are you painting?' Aymen responded, "I'm painting the tree branch". When the practitioner began speaking to Etelvina-Nana and asked her, 'what she was painting?' Etelvina-Nana responded, "it's mud". Aymen called the practitioner and said, "and now it's turning into a speed boat?", **giving meaning to their marks as they draw and paint**. Queensther came and joined her peers who were painting the logs. The practitioner also asked Queensther, 'can you tell me what you are painting?' Queensther responded, "I'm painting brown paint". Theo, Hidaya and Areece also enjoyed doing mud painting and were painting with their right hand and were using a whole hand grasp except Murat and Theo who were painting with their left hand. Theo enjoyed adding water into his bucket with soil and tipping them out as he likes pouring and emptying. Uriel enjoyed digging the soil using a spade and was intrigued as he found some worms. Liam said that he was painting something black, the practitioner asked, 'what is black?', but Liam was unable to respond to the practitioner. Aymen was next to Liam whilst he was painting, Aymen came over to the practitioner and said, "look I found a green bug underneath the log".



Log Climbing:

Some children took part in log climbing such as Hidaya, Etelvina-Nana, Areece, Murat, Aymen, Liam, Theo and Queensther. The children used different ways and techniques to climb on the log such as crawling or shuffling. Areece, Murat, Liam and Aymen were confident at climbing the log and some children such as Queensther, Hidaya, Etelvina-Nana and Theo needed support in the beginning, but then gained a bit more confidence by the end.

The children practiced climbing and after a few tries with the help and encouragement of a practitioner, they were able to do it by themselves without any support. This was a great opportunity for the children to [experiment with different ways of moving, testing out ideas and adapting movements to reduce risk](#). Whilst Queensther, Hidaya and Liam were climbing the log, they saw a bee and straight away they remembered one of the rules and quickly did (X factor) by crossing their arms. Whilst Murat, Liam, Areece and Aymen were climbing on the log, they were able to stand on the log, maintain their balance and jump off the log, landing on their feet. Murat called the practitioner and said, "I can do it by myself look", as he jumped off the log and stood up straight away to climb on the log again. This shows that the children were [willing to have a go, seeking challenges and showing a can-do attitude by taking a risk, engaging in new experiences, and learning by trial and error](#).

Nature scavenger Hunt:

The children took part in a scavenger hunt as they were given an activity sheet where they can tick off what they find around the park. The children were divided into small groups and each group had a practitioner where they walked around nature and marked off what they found using a marker pen. The children such as Aymen, Queensther, Hidaya, Liam, Etelvina-Nana, and Murat were able to spot different things on the list by [noticing detailed features of objects and animals in their environment](#).

The children were not able to find conkers that were on the sheet as you can only find conkers during the season of Autumn. The practitioner asked, Aymen, "where can we find squirrels?" Aymen replied, "you can find them on trees". The children really enjoyed this activity as they were able to [talk about some of the things, they have observed such as plants, animals, and natural and found objects](#). The children continued to search as they looked up in the sky or at trees to see if they can spot any birds and Liam was able to see one as he pointed at it and said, "look up there" to his peers.

Hide and Seek:

Towards the end of the session, the children took part in playing hide and seek. The children were again split into small groups and went off to hide and Hafiza counted to ten and began



shouting, “where oh where are you?”. As a response, the children replied, “we are we are here”, whilst still hiding. As Hafiza walked around to find the children she continued saying, “where oh where are you”.

When the practitioner found the first group of children, they gathered holding hands to go find the other group of children that were hiding. They continued doing the same until all the groups were found and the children **enjoyed playing alongside others and attempting to join in others’ play**.

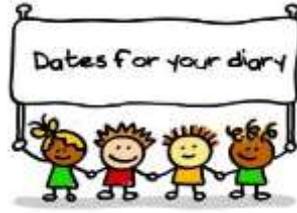
Yoga session:

The children took part in a short yoga session during Forest play. They were told to lay down for a few minutes and observe their surroundings. The children showed interest in looking up in the sky as they were spotting and telling adults what they saw, for example, the children observed the sky, and talked about the shape of the clouds. Uriel pointed to the sky and said, “look that’s an X”, the children also saw a plane flying past. The children felt very peaceful and relaxed, breathing the outdoor air, observing what they can see, and talking about the sounds they can hear such as birds. The children also showed interest in imagining and telling pictures of the clouds, for example, some children said, they can see a doughnut and another child said dinosaur.



Our X in the beautiful blue sky





27 Month Review

Wednesday 29th June

Open Father's Day - Male carer's day

Thursday 16th June (9:00 – 11:00 am)

Parents afternoon

Thursday 23rd and Friday 24th June
(9 am to 11 am, 2 pm to 2:30 – 5:30 pm)

Photoshoot

Tuesday 5th July (9 am – 1:30 pm)

Eid Holiday

Around 11th July (To be confirmed)

Graduation Party

Weds 20th July (2 pm to 2:30 pm ceremony)

Summer Holiday and Summer Trip

Last day Friday 22nd July – Re open Mon 5th September

Mon 29th August – Bank Holiday

Tues 30th August – Inset day

Comments/ Suggestions

Please feel free to write any suggestions/comments you may have on the space below and return the slip to the office or post it into our suggestion box located in Star room corridor.

Name (optional): _____ Date: _____