



**A very Happy
Birthday to Idris and
Cruz!**



On Friday 24th May we celebrated our annual staff award ceremony.

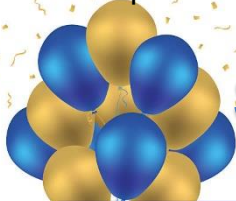
At Rooftop Nursery we like to acknowledge and appreciate our staff team's hard work, commitment, and dedication. The award is based on votes from parents, staff, children and volunteers. The staff award winners will be rewarded 1 week of paid holiday to take alongside the summer holiday during the month of August. We would like to thank everyone that took time to vote.

We also had awards for other categories such as Outstanding Staff Members, Most Indispensable Role, Best Achievement, Loyal Staff, Best Teamwork, and Excellent Commitment to the Team. The winners for 2024 are:

Our Staff Award winner at Brook site goes to Miss Leandra Rodrigues!

Our Staff Award winner at Ottaway site goes to Miss Charnelle Williams!

A special congratulations to Lilly and Charnelle, the two staff award winners from each nursery! Lilly is the Room Leader for Sunshine room at our Brook site and Charnelle is the Room Leader for Star room at our Ottaway site. They are both dedicated staff members who go the extra mile for all the children, bring joy, laughter and positivity to the workplace and deserve this special recognition.

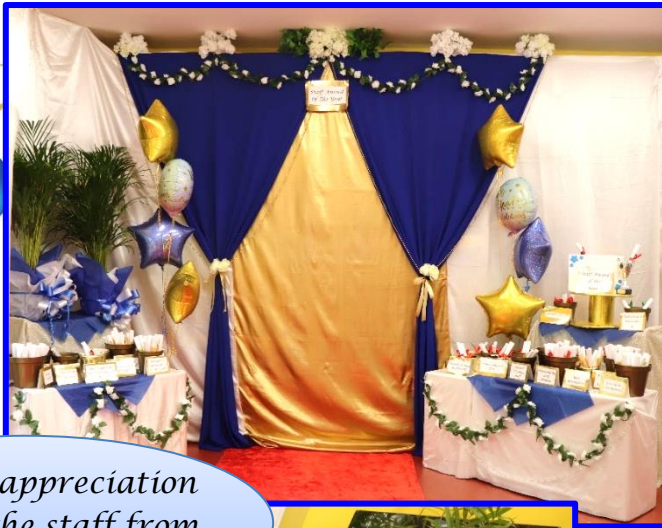


Staff Award Winners for 2024



CONGRATULATIONS!





*Token of appreciation
gifts for the staff from
Hafiza!*



The Rooftop Staff team from both nurseries!



A few parent comments listed below



"Faheka is such a hardworking member of the team, she has been an all-around great support, always willing to help out. Most recently she has been given the opportunity to take more responsibility and contribute towards leading her room in the absence of her room leader. Faheka is great with children, and you will always find her singing she also strives to ensure children needs are met"

"Peri always gives us constructive advice she is very honest and always cares for my son's development. Updates us on all activities in the nursery and provides daily feedback".

(Rahima.C 14/05/24)

"I have seen Naile grow and grow in confidence. She is an amazing member of sunshine room and great with babies.

Continue believing in yourself Naile
you are doing a great job"
(Claire Viskin, a work colleague,
9/05/24)

"Lilly has been integral to Iris Settling in period and has been wonderful. I can see that Iris has really warmed to her and has helped to make nursery somewhere she enjoys being (which didn't seem possible at the beginning!) her enthusiasm and energy is contagious 😊"

Faiza Shad

"Her calm and maturity, Very Kind with the kids, attentive to details and kids' development"

Hadwer Jawnino 24/04/24

"I Have chosen Shaheena because she is very hardworking very patient and can explain very well when someone something they don't know ultimately she is just a very warm-hearted kind person"

(A work colleague, 23/04/24)

Claire Viskin

We are beyond happy with the care Nala receives from all the nursery nurses & room leaders. Our baby grew into a bright and confident toddler thanks to your pedagogy values and playfulness. At this occasion we would like to shine light on Claire, because although we don't speak to her often we know she is equally amazing with the kids and the best chef we could ever wish for our girl!

Janet Sodipe
"Vanessa said she likes Janet because she is always happy and dancing, singing. She always plays with me, always makes me smile"

"It's been lovely getting to know Demi at pick up – she is loved and respected by all the children"
(Molly, 24/04/24)

Male Carer's Day: On Thursday 13th June 8.30am -10:45 am: Keep your morning free!

You are most welcome to attend this special occasion with your child and meet all the other dads, grandads, brothers, uncles and carers. 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:**

8.30 - 9.30 am - Indoor Activities

9.45 - 10.15 am: Activities and games for carers (obstacle course)

10:20 -10:50 am: Food/drinks and gifts

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. Please look out for the form we will give out soon.

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

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

Please ensure your child arrives by 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 for your suggestions and votes, the highest-voted destination for our annual trip was Hertfordshire Zoo. The trip will take place **on Friday 19th July 2024.**



A reminder of the Bonus programs offered at Rooftop Nursery

Bonus programmes	For who?	Days & Times
French sessions	Rainbow Room	Wednesday (Fortnightly) 9:15am
Forest Play	Rainbow Room	Thursdays (Fortnightly between spring and autumn)
Heuristic play	Rainbow & Sunshine Room	Weekly
Yoga/ Tai chi	Rainbow & Sunshine	Weekly
Tiny Mites	Rainbow & Sunshine	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>

Parent Notices

- **Please call the office by 9.30 am or 1:30 p.m.** 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

Oral Hygiene and Healthy Eating

The children participated in a healthy eating and oral hygiene as part of one of their recent themes. The aim of this topic was for the children to understand the importance of brushing their teeth and learn about healthy and unhealthy foods. The children took part in a tooth brushing activity, exploring dental resources, singing the song for brushing your teeth and learning about eating healthy by exploring real fruit and vegetables.

Brushing Dentures

Physical development

Sunshine Room children took part in a dental hygiene activity. The practitioner provided the children with dentures, toothbrushes, black trays, child-friendly toothpaste, and water. They were encouraged to use the toothbrush by holding it with their fine motor skills and brushing the dentures in a circular motion and brushing the teeth back and forth. The practitioner placed a small pea sized amount of toothpaste onto the denture and the children were encouraged to brush this into the denture, some children tried to put the brush in their mouth and brush their teeth. The practitioner encouraged the children not to put in their mouth but to brush the dentures. The children were able to **manipulate objects using hands singly and together**, as they moved the toothbrush with intent.

To make this toothbrushing activity more fun for the children they were encouraged to learn about teeth through listening to a rhyming song sung by the practitioner:

^This is the way we brush our teeth; brush are teeth, this is the way we brush are teeth early in the morning and evening"

The children copied the practitioner by holding the brush with their gross motor skills and brushing the dentures.



Vegetable and fruit printing

Expressive arts and design

In line with our healthy eating theme, Sunshine room children took part in exploring real fruit and vegetables and did some printing vegetables for one of their activities.

The practitioner provided the children with chopped carrots, broccoli and grapes to use, and they were provided with orange and green paint, paint brushes and some A4 paper to carry out their printing independently. The children were being encouraged to learn names of the fruit and vegetables during the activity as the practitioner used repetition of the names throughout the activity, the children were also introduced to the colours being used and were again encouraged to repeat the names.



Amaru and Iris was able to repeat the colours and the fruit names such as “Orange, grapes and green” as they continue to develop and [build on their vocabulary](#).



children were using their grasping hand to hold the fruit and print on the paper. During the activity, Zenaiya showed interest in using her hand and fingers to feel the texture of paint and forming fingerprints on her paper. Amaru enjoyed feeling the texture of paint with her finger and printing on the paper. This activity supported the children to [enjoy and respond to playing with colour in a variety of ways](#). Mirabelle enjoyed exploring the carrot by using her grasping hand to hold

the carrot whilst she used her mouth to explore the taste. The children were encouraged to smell the fruits and learned about different tastes.

The impact of this activity was for the children to learn about different fruit and vegetables that are healthy, whilst exploring their texture, colour and name as they learn new words and expand on their vocabulary.

Exploring Mini Beasts

Sunshine room children participated in yet another interest-based theme of “Exploring mini beasts”. The topic was based on the children’s interest of exploring their natural environment as they have been spending much of their time outdoors. The children have been searching for caterpillars, snails and looking out for butterflies and bees. The practitioner provided the children with a range of creative and stimulating activities to partake in.



Exploring soil

Physical development

Sunshine room children participated in a sensory bin activity during indoor play. Alfred, Amaru, Tai, and Alden took part. The practitioner provided soil, a black tray, cups, and pots. The children were encouraged to repeat the words “soil”, “bowl”, “scoop”, and “tray” as they are encouraged to familiarize themselves with the name of the resources being used.



The children enjoyed playing with soil by using their fine motor skills to scoop the soil and pour the soil inside the bowl while enjoying the sensory experience of making marks in soil. They were encouraged to fill and empty the bowl with the soil and squeezed the soil with their hands to feel the texture and use their senses. The children seemed to enjoy feeling the soil using their hands more than using the scoop.

Exploring snails

Communication and Language

Speaking

Sunshine room children participated in a nature activity as they continue to explore a range of mini beasts. The children have shown a lot of interest in snails during outdoor play and have been observant of the snails the come onto the decking or garden on a drizzly day. For this particular activity the practitioner provided the children with a glass tank, a large tray, leaves, rocks, and a magnifying glass to explore the real snails that were inside.



Alfred, Amaru, Alden, Tai, and Mirabelle all took part in this activity and were encouraged to put their hands in the glass box to feel the snail and to explore the texture of the resources inside. Alfred and Amaru showed interest in the rocks while picking up some of the leaves. Alden and Tai showed interest in the snails and explored the leaves.



The practitioner encouraged the children to use a lot of language such as “snails in the glass” repeating the word “glass” picking up a magnifying glass and using it to see the leaves and rocks. Through this activity, the children explored nature, rocks and snails, and were encouraged repeat single words and create sounds.

Sensory play

The theme of the week for sunshine room was sensory play. The children had the opportunity to explore multiple sensory activities that they enjoy such as pasta play, jelly, corn flour and exploring citrus fruits. The activities provided were to support the children's sensory development as continue to learn about textures.



Water play with orange peel

Expressive arts & design

Sunshine room children participated in a water play activity. The children explored orange peel in a tuff spot filled with water.

The children were supported with wearing their aprons before they sat at the table. They used their fine motor skills to move the orange peel around the tuff spot to soak up the water, using their [hands to operate independently during a task that uses both hands](#).



They were encouraged to smell the orange and explore the colour and texture of the fruit. The practitioner used words such as "orange" "peel" "small" "big" "water" and "colour" to expand their vocabulary.

Pasta play

Physical development

Sunshine room children participated in a pasta play activity as part of a child-led interest and was linked to the sensory theme.



The practitioner provided some dry pasta which was placed in a large tray for the children to explore. The children were provided with a range of utensils that were of different sizes, along with some spoons to encourage scooping, filling and emptying. The practitioner encouraged to stir pasta together creating circular motions to improve their physical development. They were encouraged to sing "The Wheels on the Bus" while they made circular motions to improve their understanding and listening skills, [using everyday materials to explore, understand and represent their world, their ideas, interests and fascinations](#). The children scooped the pasta using their gross motor skills and poured it into the bowl. The practitioner pretended to cook the pasta and the children copied her as they role played and used their imagination



Transport

Sunshine room children focused on transport for a week as it was the children's interest. The children were provided with opportunities to explore different textures such as paint, soapy water and made some playdough. In addition, the children took part in their weekly yoga and Heuristic play and other physical activities to keep the children active and support their physical development.

Painting train tracks with cars

Expressive arts and design

Sunshine room children enjoy messy play and were therefore provided with a painting activity using vehicles to expand on their physical skills and whilst using their creative skills to form a simple formation of art. The children were provided with cars and trucks that have different tyres to use for printing with paint. They used different coloured paint and made track lines using cars as they sang songs such as "wheels on bus song" to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.



The children were making marks with paint using their fine and gross motor skills whilst the practitioner incorporated "Write dance" to their development and learning. The children learned about colours, textures whilst naming the different vehicles. The children pushed the cars along the paint to make marks moving up and down to enhance their gross motor skills. They were encouraged to feel the texture of the paint, name the colours of paint, and paint independently.



Car wash

Communication and language

Sunshine room children participated in a car washing activity. The practitioners provided some cars and soil in a tuff spot with some water and sponges for the children to explore. For this activity, Salma, Alfie, Matteo, Alden and Mirabelle all took part. The children explored the texture of the soil with their fingers as it was mixed with water.



They heard simple words such as *car, clean, wash, brown, soil, and mud* which they were encouraged to repeat. The children used their gross motor skills to clean the cars using a sponge and water which the practitioner demonstrated. They also pushed the cars through the mud, making it dirty so they could clean it thereafter. This activity encourages the children to use their gross motor skills and begin to show awareness of how to wash and clean the toys with support from the practitioner.



Tiny Mites

Expressive arts and design - Creating with materials.

Sunshine Room took part in another Tiny Mites session.

The children enjoyed different rhymes with the practitioner by making different movements such as round and open. The children were encouraged to use the plate as a steering wheel as they pretended, they were driving a car and pressing the horn. Salma, Alden, and Mirabelle were very fascinated looking at the practitioner while she was singing rhymes and making movements. The children were able to imitate the music teacher and **created movement in response to music**



The children sang rhymes and moved their bodies. They ended the session with bubble play, popping the bubbles as they sang the goodbye song.

Yoga

Physical development – Moving and handling

Alfie, Iris, Amaru, Tai, and Alden participated in a yoga session with sensory lights and soft yoga music playing in the background. The children were provided with soft, colourful cushions. The practitioner called out their names, and all the children gathered on the carpet with the practitioner's assistance and laid on the colourful cushions.



To begin with the practitioner demonstrated 'legs up' and 'legs down,' and the children followed. Tai and Alden needed help raising their legs. During the session, the children utilized their gross motor skills. The practitioner also pointed at the colourful lights, naming the colours. Iris observed and correctly identified the colours. Mirabelle did not join the yoga session as she was engrossed in sensory toys.

The children practiced self-regulation during the yoga session, adjusting their movements based on the practitioner's guidance. This session allowed the children to develop their gross motor skills and **listen to simple instructions, responding to verbal cues, and naming colours.**



Rainbow Room

Life cycle



Frog life cycle in sensory play

Understanding the world

The children took part in activity exploring and learning about the life cycle of a frog. The children who participated in this activity were Cruz, Siena, Alice, Nala, and Vanessa. To help children learn about this, we set up a sensory play activity containing props, jelly and other resources representing the cycle of a frog.



Before starting, the practitioner explained the frog life cycle using pictures and asked some simple questions to engage the children. For example, while showing a model frog, the practitioner asked, "What animal is this?" All the

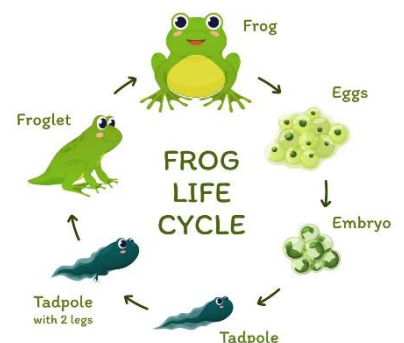
children excitedly shouted, "Frog". During the activity, the children explored materials that represented this life cycle. They felt jelly,

which was like the water where frog eggs were found. Googly eyes were used to represent the eggs, and grapes and peppers stood in for the tadpoles. Cruz described the jelly as soft; Alice thought it felt cold, Nala called it squeezy, and Vanessa also said it was cold. Siena and Alice had fun splashing around in the jelly, pretending to be frogs themselves. Through mixing these materials and talking about the stages, the children got a hands-on understanding of how frogs grow, [developing an understanding of growth, and changes over time](#). Sienna and Cruz even remembered what they learned and were able to repeat it back, showing how much, they had absorbed from the activity.



The practitioner spoke about how we have a frog pond in the back garden shared with the school and sometimes will have frogs coming to our garden area if get lucky. All children were deeply engrossed and were

able to [look closely at similarities, differences, patterns and change in nature](#). To follow the children's interest and learning further, we continued reading a book explaining a frog's life cycle and also watched a short real-life video about frogs learning what they eat, how they really look like and where they live.



Life cycle of a chicken

Communication and language – Understanding

The children participated in an activity learning about the life cycle of a chicken and the children who took part were, Maliayah, Romy, Zeynep, Vanessa, Siena, Alice, and Cesar. The children were provided with resources such as glue, cotton wool, glue sticks, yellow feathers, red paint, paper plates, googly eyes, and hay. The activity began with the practitioner explaining the life cycle of a chicken using printed pictures. The cycle starts with laying eggs, followed by the embryo stage, hatching, and then developing into a chick and eventually an adult chicken.

The practitioner showed the children a real egg and explained to the children that the egg comes from a chicken as the chicken sits on the egg to keep it warm until the egg is ready to hatch. To extend the children's knowledge and understanding further, at the end of the activity they were shown a short video of a real chicken and how eggs are hatched into a chick and then growing into a hen. The children slowly [began to understand why and how questions and talking about changes](#). The children were provided with a paper plate each, and they spread glue on their paper plates and used their imagination to stick the materials provided in the middle of the table such as hay, cotton wool (representing an egg, yellow feathers (as chicks), and used their fingers to paint the chicken. The aim of this activity was to teach the children about the life cycle of a chicken and to enhance their understanding of natural processes.



My Family, My Home.

The children participated in a theme of '**my family, my home**', as we have some children who are experiencing changes throughout their lives such as having a new sibling or moving houses. We have provided activities that support the children's emotional well-being and teach them about their environment to feel more connected to their families and homes and support them through these periods of transition.

The children took part in various activities and we had the doll house set out throughout the week for the children to take part in role play and imaginative play where we had different furniture and people to support the children's understanding and language i.e, talking about different rooms in the house and figuring out which furniture/item belongs in which part of house, i.e, fridge goes in the kitchen, toilet belongs in the bathroom, bed goes in bedroom etc



Drawing our family members

Personal, social, and emotional development – Sense of self

As the weather was warm and sunny, all the children took part in activities outside in the garden, where mats, papers, and crayons were provided. Using their fine motor skills, Willow, Bobby, Nala, Malaiyah, and Cruz lay on their tummies to draw, while Romy and Siena chose to sit. The practitioner also participated in this activity with the children, and explained to the children that she was drawing members of her own family. Janet explained to the children that she was drawing her son and talked about how he looked like describing his features. This activity supported the children to [recognise that they belong to different communities and social groups](#), [communicating freely about their own home and community](#).

Willow said, "I'm drawing Gran," Nala and Cruz mentioned, "I'm drawing my big sister," and Bobby said, "I'm drawing Gloria." Siena expressed, "I'm drawing mum and dad." The children who didn't express who they were drawing were encouraged to talk about their parents and siblings. The practitioner also spoke about the children's background and where their parents are from such as England, France, Italy, Portugal to name a few. Meanwhile, Cesar, Alice, Idris, and Ihsaan played with other resources that were set out for them.



Shape House

Mathematics - Shapes

A small group of children participated in an activity making a house collage using cut-out shapes. The activity was planned to help children learn about different shapes such as squares, triangles, and rectangles. The participants in the activity were Zeynep, Vanessa, Eliz, Siena, and Nala. The practitioner started by showing a model of a house. She pointed out different parts of the house: the roof, which was a triangle; the window, which was a square; and the door, which was a rectangle. All the children sang a song, "Wind the Bobbin Up," while pointing at the window and the door. Afterward, the practitioner showed individual shapes and asked the children to repeat their names and count the number of corners each shape had.

The shapes were repeatedly identified, and open-ended questions were posed. The children [responded to both informal language and common shape names](#), for instance, while holding a square, the practitioner asked, "Which shape is this?" Vanessa responded with "Square," and correctly identified the other shapes along with Nala and Siena. When asked how many corners a square has, Siena replied, "Four."

The practitioner then scattered all the shapes on the table and asked the children to pick only the squares. As the shapes had been repeated many times, all the children were able to



correctly identify the squares. One by one, the children applied glue using their tripod grip. Next, the children were asked to pick a triangle. Vanessa, Siena, and Nala identified the correct shapes, while Zeynep and Eliz observed their peers before picking up the correct ones themselves. The practitioner then asked, "How many windows would you like on your house?" Siena said, "Two," and took two small squares, applying glue using her fine motor skills. Zeynep initially wanted one but chose another after seeing her peers having two and stacked them on top of each other.

Lastly, the practitioner asked, "What is missing?" Vanessa replied, "Door." The children picked up the rectangle shapes, spread glue on them, and added them to their shape house collage. When the house was completed with all the shapes, the practitioner asked, "What have you made?" All the children shouted out loud, "House".

Physical literacy / Children's interest

Rainbow room children spent most of their time playing outside as the weather was warmer and sunnier. The children have shown interest in playing physical games outside such as soft play, water play, finding insects, ring games, and more. They have also been showing interest in climbing and jumping, therefore we have provided activities to support the children's physical skills and challenge their abilities by setting up obstacle courses and racing games. With the sun shining, they even had a picnic outdoors during snack time.



Minibeast hunt

Literacy – Reading/Writing

The children took part in another minibeast hunt in the garden as they showed a lot of interest in finding insects during outdoor play. The practitioner showed the children a sheet with different insects and named them as she explained to the children that these were the insects we were going to look for. Those who took part in our Forest play sessions were familiar with this activity. The children were given a marker pen to try and tick off what they found which they enjoyed. Cruz, Romy, Siena, Sophia, Malaiyah, Galad, Alice, and Willow participated in the minibeast hunt. Cesar, Nala, and Idris came to join the activity afterward as they also started showing interest.



The children were able to find a bee, beetle, ants, a spider, and a snail. The practitioner guided the children as they were going around the garden in groups and the children followed the practitioner towards the plant area. When the practitioner moved the big pot of flowers, there were lots of beetles underneath coming in and out of the decking. Alice pointed at the picture and said, "it's this one", recognising familiar images, words, and signs as they ticked it off their sheet. The practitioner then asked the children, 'where can we find ants?' Cruz pointed towards the tree and said, "on the tree" and he was right as they spotted some ants! Willow spotted the ant on the sheet and carefully used her

marker pen to tick inside the box using her right hand. We then sang 'The Ants Go Marching', whilst the children and the practitioner went around the garden singing and looking for more insects.



Cesar and Romy pointed at a snail and said, "Peri look, snail" whilst the snails were in a tray as the children showed interest in finding snails throughout the whole week. Romy found the image of a snail and pointed at her sheet as the children ticked it off. As the children gathered around the tray, they waited for the snail to come out. Siena said, "We need to give it some water". When the practitioner asked the children, 'what do snails eat?' Siena replied, "leaves" as she went to find a leaf on the grass, [showing care and concern for living things and the environment](#). The children waited patiently for the snail to come out of its shell and once it did, they showed fascination as they observed the 'antenna' popping out slowly and the practitioner taught the children a new word, 'antenna' whilst the children repeated the word.

We then went to find a spider; however, we couldn't find any, but we saw spider webs instead. Finally, the practitioner then asked, 'where can we find a worm?' Willow replied, "in the soil" as the children walked towards the flower bed. They dug the soil to find some worms using spades and tweezers. The children then spent some time digging and playing with soil and they were able to [talk about some of the things they have observed such as plants, insects, natural and found objects](#).

People who help us

Painting fire fighters' hat

Understanding the world – People's and communities

The children took part in an activity painting firefighter's hat and learned about their important roles. The children who participated in this activity were Galad, Malaiyah, Siena, Nala, Alice, Cesar, Willow, and Romy. They were first shown props such as a helmet, fire engine, and a firefighter costume which is kept in the children's dressing unit for the children to role-play. The practitioner taught the children what firefighters do such as put out fires and explained to the children that water can extinguish fires. The practitioner asked the children, "What will happen if you touch fire?" Cruz and Willow replied, "You will get burnt". The practitioner praised the children and expanded further explaining that fire can be very dangerous and that if you come across a fire, you need to keep away.



The practitioner showed the children fire from a lighter for the children to understand clearly and explained that only adults should hold lighters, and children are not allowed. The practitioner explained that if they get burnt, they need to rinse their hands under running cold water for a minimum of twenty minutes and demonstrated this to the children as she went towards the tap area. The practitioner also explained to some of the older children that if we witness a fire, such as in our homes we call for the fire brigade by dialing 999 only for emergencies.

The children were given paper plates and red and orange paint to paint their firefighter's hat. Through this activity, the children learned about the important role of firefighters, how they help others, what to do if we come across fire, how fire can be very dangerous and what will happen if we touch fire. Towards the end, the children were shown a short video of firefighters and how they were dealing with a house that was burning which sparked much interest.

Bonus Classes

French

Communication and language – Speaking



The children participated in their fortnightly French session as Debbie (our French teacher) came to teach French to our young learners in a fun but educational way. The children who participated were Siena, Alice, Romy, Cesar, Cruz, Vanessa, Zeynep, Sophia, Nala, Romy, and Malaiyah. Debbie began with "hello" in French ("bonjour") and "thank you" ("merci"). Then she asked, "How are you?" in French "Comment ça va?". She also acted out as an elephant, mouse, and lion, asking the children "Comment ça va?" while pretending to be each animal. Cruz, Vanessa, Zeynep, Eli, Nala, Alice, and Cesar all acted out an elephant's trunk, while Siena acted as a mouse and quietly said, "Comment ça va?". Debbie then gave each child a colourful ball, and whilst holding it, they said their names. She asked Alice to hand the ball to the teddy bear, saying "notre peluche" in French.



The children **extended their vocabulary by exploring the meaning and sounds of new words** as they learned shapes in French whilst Debbie showed some shapes like square, triangle, and oval, saying "un ovale," "le triangle," and "un carré", and tried to draw the shapes with her hands, which all the children copied. She gave out oval shakers, and one by one, the children took a shaker from the bag. They were excited to play music with the shakers in their hands. Debbie shook the shakers in high notes, low notes, slow, and fast, and the children understood the instructions and were able to copy her.



Another game Debbie played was a physical game with a parachute. The children held the edge of the parachute, and Debbie put the teddy bear ("notre peluche") in the middle. She asked the children to count from 1 to 10 in French while they repeated after her and shook the parachute up and down, making it float in the air. The children enjoyed this play as they learned numbers in French. Debbie then asked the children to go under the parachute in French, and all the children did so, excited as the parachute went up and down above them. Lastly, the children enjoyed bubbles floating in the air. Some children stretched their arms to pop the bubbles, while others used their index fingers. As the session ended, Debbie gave all the children stickers for their participation.



Tiny mites

Expressive arts and design – Being imaginative and expressive

The children participated in their fortnightly Tiny Mites session. The children who took part were, Idris, Elyas, Malaiyah, Cesar, Eliz, Sophia, Galad, Romy, Siena, Willow, Alice, and Nala. The session began with waking up the tiny mite puppets as each doll contains its own individual character and plays different types of musical instruments. The children laughed and shouted out of excitement as the adult tried to wake the puppets by making different sounds. Each child introduced themselves by saying their names one by one and they all engaged in action songs with different body parts while singing along to music.



The children **created movement in response to music** as they imitated actions such as flying like butterflies, touching their heads, shoulders, knees, and toes as they increased the speed as they sang.



The session then moved on to discussing different types of physical development. The children demonstrated jumping and reaching for the sky while mentioning body parts like nose, eyes, legs, fingers, knees, and head. Next, they pretended to drive cars. Each child was given a "steering wheel", and they mimicked driving actions such as shutting doors, fastening seat belts, and making car sounds. They even pretended to use windshield wipers when it "rained" and slowed down for "bumps" on the road. Then, the children played with egg-shaped shakers, shaking them up and down. Some children were given a bee finger puppet, and they demonstrated how bees fly around.



The adult then brought out a shining star and they sang "Twinkle, Twinkle, Little Star". Throughout the session, the children were engaged and utilized both fine and gross motor skills. They took turns, sang, and danced together. The session concluded with bubble play at the end.



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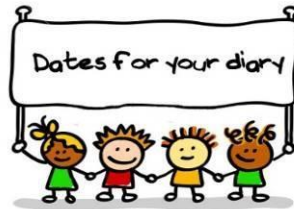
roof.topnursery

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: _____