



# Roof Top Nursery



Roof Top Nursery celebrated its 18<sup>th</sup> Anniversary by having a fundraising week at the nursery with some fun filled activities and crafts for the children to take part in. The children had the opportunity to engage in various activities such as having a turn on the bouncy castle, decorating face masks, making clay handprints, making keyrings, painting wind chimes, face painting, hair braiding, making name cards and having a party in celebration of the nurseries 18<sup>th</sup> Anniversary. Some of the children also took part in a few fun games such as 'Hook a duck', 'knock the tins' and our 'lucky dip'. The children had an amazing time and enjoyed participating in this event.

We also had an appearance from a special guest that was **Mickey Mouse** who came to say hello to the children, spread joy and distributed some Rooftop nursery balloons.

Thank you to all parents who took part in our fundraising event and have supported us through advertising the nursery via word of mouth, distributing flyers and social media.



We managed to raise a whopping **£1000.200** between both sites which will be used to buy additional resources for the children in each room.

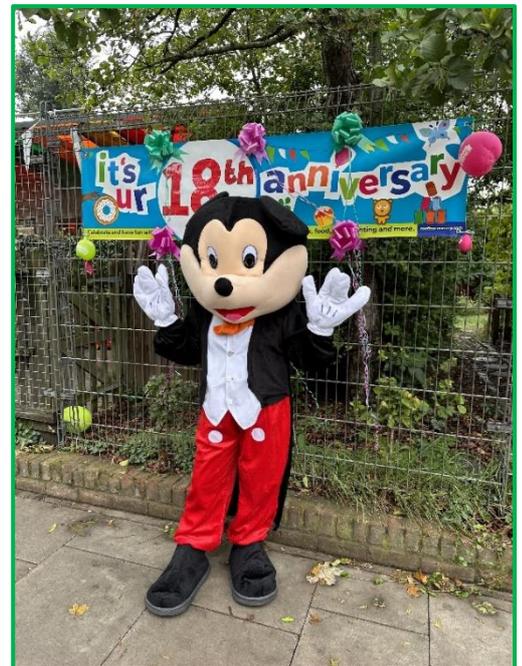
Thank you to all the staff members that went out of their way to prepare the resources and activities. we couldn't have done it without you all!

***We would also like to thank all the parents, carer's and staff members who have been a part of this event and contributed generously towards raising the money, you've all been amazing!***



Mickey mouse distributing leaflets to the school and greeting the children.

**A very Happy Birthday to Bobby, Eli, Mason and Willow**





celebrate!



### A little bit of Rooftop history

Roof Top Nursery was founded 22 years ago by Hafiza Bhaiyat, who at the time was a young mother looking for childcare in Hackney that she felt was best for her child, and after visiting many nurseries and not being able to find something that captivated her, she was inspired to open up her own nursery and accomplish a nursery from a mother's point of view. Her vision was to provide childcare to the children in Hackney and like most parents, she yearned for a fun, safe, clean environment that provided individual care for their child and see each child as a unique individual.



After five long years of searching for a suitable location, sourcing an architect, and contractors, obtaining planning permission, and demolishing the old school keeper's house at Benthall Primary School, a purpose-made building was built for children to develop in all areas of learning. With no previous experience in business or childcare, Hafiza gained her qualification and expertise by looking after children in other settings whilst the project blossomed into something very beautiful over 4 years before she could get the doors open for families. The business has since grown into a successful and viable nursery. But Roof Top Nursery is not just a Daycare nursery it is a space where the owner creates love and passion within her team and inspires vision amongst the team. The children are loved and cared for, and the team and children are given a secure space to make them feel at home. As we see the children develop into confident individuals watching them walk down the street after school as proud individuals give the owner and workforce strength to continue the passion. 22 years on, this story continues to blossom and grow, and we wish many, many happy enjoyable years for Roof Top Nursery.

In 2016, Rooftop nursery expanded its wings when Hafiza opened her 2<sup>nd</sup> branch on Dalston Lane, this has also been a great achievement where her aim has been to provide the same passion and drive to more families and continue to deliver quality childcare to the children in one of the most deprived areas in Hackney, which will also prepare them to be nurtured and cared for as they begin their journey in life.

**Manager's comment:** Looking back at the years, we have achieved plenty: stories have been captured, new themes and concepts have been learnt, and songs have been memorised. Reams of paper and craft supplies have been used. Every day we are inspired by whatever new comes our way, overcoming all challenges that have presented us and the years have taught us that our small steps taken every day come together to pave the path to lifelong skills!

#### A few of our parent's reviews over the past year

*My daughters love this nursery. Every day they are learning new things. I can see big progress. Staff are very supportive, emphatic, and lovely. Communication between parents, staff and management is brilliant. I can highly recommend to anyone - (7<sup>th</sup> July 2023)*

*Very friendly and caring nursery staff, who are accommodating and helpful when parent's express concerns, they work together to reach children's goals. Activities are very well structured and varied. Daily updates are available for parents – (21<sup>st</sup> April 2022)*

*Very happy we sent our kids to this nursery. Experienced management, a long-standing nursery. The practitioners are empathic and give the time and care the kids need. The less experienced staff are full of passion and being supported well. They have good daily structure, learning, play and variety - (21<sup>st</sup> April 2022)*

*Here are some pictures from our 18<sup>th</sup> Anniversary fun week!*



*Decorating Masks*



*Making wind chimes*



*Clay hand printing*



*Hair Braiding*



*Knock the tins*



*Making personalized bracelets*



*Hair Braiding*



*Hook a duck*



*Decorating masks*



*Making photo frames*



*Hook a duck*



*Taking part in lucky dip*



*Face  
Painting*



**Face painting**

**Communication and language – Speaking.**

One of our exciting fun week activities that some of the children participated in was '**Face painting**'. This activity was a great opportunity for the children to speak about their favourite characters, superheroes or animals as the practitioner asked each of them who they wish to be painted as, which enabled the children to **use language to share their feelings, experiences and thoughts.**

The children were provided with visual images to support them with making choices if they were unable to communicate this clearly by pointing to the picture of how they would like their face painted.

Nala, Bobby, Idris M, Alice, Cairo, Siena, Amaru, Idris B, Eliz, Mason, Leo, Eli, Zeynep, Galad and Malaiya all took part, each of them sat patiently as the practitioner painted their face & were mesmerised with the end result.



## Knock the tins.

### Physical development – Moving and handling

As part of one of our fundraising activities, the children took part in a physical game, 'Knock the tins' and this was a great activity to hone their concentration skills and **throwing skills**. All children sat down and **waited patiently for their turn** as the practitioner called the children one by one to have a turn at knocking down the tins. The children used balls/bean bags to knock the tins and they had to stand at a certain point to throw and try and knock down as much as possible.

All the children had a chance to have several turns and were cheering for each other by calling out their names, showing confidence, self-esteem, pride, and a sense of achievement. The children **showed increasing control over an object** as the practitioner encouraged the children to be able to throw. This was also a great opportunity to support the children with their hand-eye coordination and balance as some children were throwing the ball/bean bag in another direction.



## Fun week party

### Understanding the World – People and Communities

The children took part in a party celebrating our 18<sup>th</sup> Anniversary where the practitioners decorated the area with nice table covers, hanging colourful balloons, and providing party hats for the children. The party took place during afternoon snack time, and they also had some crisps which we only give during special events such as birthdays and other celebrations. The children **enjoyed joining in special times and events with their friends**, eating their snacks whilst music was playing in the background from the speaker. After snacks, they danced to their favourite songs that they requested and popped bubbles as they jumped around the room.

The practitioners also danced with the children and played musical statues. The practitioners will continue to introduce new games to the children such as musical chairs and pass-the-parcel games to support the children to become familiar with and be able to **follow instructions**.





### *Bouncy castle fun and games*

#### **27-month review with the health visitor**

We would like to thank all the parents that attended their child's 27-month review, we had a total of 4 meetings scheduled with the health visitor this month. During the meetings, parents had the opportunity to discuss their child's development and progress with their key person's input, along with a few health checks and information provided by our health visitor Leila.

We appreciate the feedback forms that have been filled in and returned.



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

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

### Henry: Healthy Start, Brighter Future

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

Online parent support groups run by a HENRY facilitator – a chance to share experiences with a small group of other parents, find ways of reducing stress and gain new ideas to manage daily family life and get your little ones off to a great start.

Sessions on specific topics such as introducing your baby to solids or tackling fussy eating – provided on the phone or via video calls.

Having a HENRY Buddy - someone who will keep in regular contact with you, providing practical and emotional support to help you through the challenges of family life.

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

## Parent Notices

- Please call the office by 9.30 am or 1:30 p.m. to inform us of any absences or late arrivals.
- No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- Please return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, and hats.
- Please store buggies in an orderly fashion, do not obstruct the pathways.
- **Please support us by folding your buggies & 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](mailto:office@rooftop-nursery.com)
- **Tapestry:** If you need support accessing Tapestry, please contact admin on [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)

All parents should have access to Tapestry to check your child's observations. If you have trouble logging in or do not have an account, please inform the office.

# Sunshine Room

*We would like to welcome Sophia and Galad to Rooftop nursery, they have settled in well and have been forming bonds with the practitioners and their peers whilst exploring their new environment.*

## Hygiene and Autumn

Sunshine room children have been focusing on Hygiene as part of another theme to build on their learning and development. The aim of this topic has been to support the concept of hygiene practices. A few activities the children took part in was washing dishes using individual sponges, washing their hands before and after mealtimes, and washing dollies.

The children were also introduced to the Autumn season and explored the changes that occur in the world around us such as leaves falling from the tree, cooler weather, exploring different leaves that are different shapes and colours, mixing colours, collecting leaves and leaf printing.

### Washing plates with a sponge

#### Communication and language – Understanding

Sunshine room children participated in an activity that encourages hygiene to support their understanding and relate to their everyday experiences at home. To begin with, the practitioner supported the children by providing some dishes and individual sponges to use where they washed the dishes.



The practitioners had prepared the dishes from the home corner by rubbing soil on there to make them look dirty and put them in the water tray with some soap and water so the children could easily access and wash them. The children stood around the water tray with their own sponges.



Amaru stood independently and picked the metal plates up to scrub the soil off. Elyas washed the plates independently scrubbing in a circular motion. Romy played with the water, squeezing the sponge so the water would pour out and put it back in the water. The practitioner encouraged the children not to eat the sponge or drink the dirty water by modeling what they could actually do with all the items.

From this activity, we observed that the children could **identify action words by following simple instructions**. Overall, the children enjoyed this activity as it supported their gross motor skills as they squeezed the sponge and washed the dishes in a circular motion. This activity also linked to their understanding of the world where they were able to relate to experiences at home and make connections.



## Exploring Autumn

Sunshine Room children have been exploring the autumn theme as the change into a new season has occurred. The children have noticed the leaves falling from the tree and have been showing interest in exploring the different shaped leaves during outdoor play, they have been pointing at the tree and trying to get the practitioner's attention. They have shown continued interest in sensory play; therefore, they have been provided with a variety of sensory play such as exploring the texture of cornflakes, rice Krispies, tactile materials and spaghetti play. The children have also taken part in making playdough using autumnal colours.

They engaged in a range of exciting activities for autumn such as collecting leaves from the garden, mixing autumn colours, leaf printing using paint and taking part in 'what's in the bag' using autumn objects to build on the children's curiosity and language skills. All the activities provided support the children with their fine motor skills, hand and eye coordination and sensory development.

### Mixing Autumn colours

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



As part of our weekly theme, Sunshine room children had an amazing time exploring and learning about the different colours they see during this

change in the season.

One of the activities provided was mixing autumn colours which focused on the children's understanding of the world and learning how colours can be mixed and how they change. The children were provided with a large black tray where the practitioner added three different colours of paint, red, orange, and yellow.

Cesar, Romy, Amaru, Galad, and Malayiah were all supported with wearing their aprons, as most of the children are familiar with getting ready for activity time, some of the children are able to get the apron out from under the sand tray independently and bring it to the practitioner. Once the children were ready for the activity, they were each given individual paintbrushes and started mixing the colours together.

Whilst the children were mixing the colours together the practitioner encouraged the children to describe what they observed. Cesar, Romy, and Malayiah were able to repeat the names of some of the colours such as red and orange. Galad and Amaru enjoyed mixing the colours with either one hand or both of their hands and exploring the texture. The practitioner also showed the children how they could make marks with their fingers in the paint whilst playing with the colours. The children thoroughly enjoyed this activity and [continued to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.](#)



They were excited to explore colours and textures in a new form, whilst learning and repeating the name of the colours in a fun and stimulating way. Overall, it was a great activity and next time the practitioner will add some water to the coloured powder paint for them to explore the wet texture.

## Leaf printing

### Understanding of the world – The world

Another exciting and creative activity the children took part in was leaf printing. During outdoor play, the practitioner encouraged the children to collect some leaves from the grass which was later used during this activity. Amaru, Romy, Cesar, Malaiya and Galad all helped with collecting the leaves. The children showed **curiosity and were interested in exploring new and familiar experiences in nature: grass, mud, plants, and animal life.**

The children were supported with getting ready for the leaf printing activity. Romy, Malaiyah, Amaru and Cesar all took part.



The practitioner showed the children all the resources that would be used such as white paper, leaves and coloured paint, and she also demonstrated how to dip their selected leaf into the tray of paint then carefully press it down onto their paper to create the leaf print. The children were provided with the colours red, green and yellow paint.



They used their fine motor skills to pick up the leaves from the table and use their imagination and creativity whilst printing the leaves where they desired on their paper. The children selected different sized leaves as they printed and paid attention to detail.



Romy was printing with the leaf and decided to dip her finger in the paint palette and make marks on her paper. Amaru was fascinated with the texture and pointed to the different colours. Malaiyah and Cesar did well with printing the different leaves onto their paper and following the instructions.

This activity supported children with their fine motor skills, understanding of the world and creating with the materials whilst having a simple discussion on **noticing detailed features of objects in their environment.** Overall, it was a great activity for the children as they were able to explore the colours in a fun way.



## Language group

### Communication and language development

To expand on the children's everyday language and vocabulary



the children took part in a language group session which involved using 'What's in the bag' consisting of autumn resources and objects.



The children gathered on the mat whilst Lilly led the activity and talked the children through a few simple instructions where they will each take a turn and select an item from the bag.

The practitioner started off by singing, "what's in the bag, what's in the bag, it's Romy's turn it's Romy's turn, what's in the bag". Romy placed her hand in the bag and pulled out an Autumn object which was soft and furry, it was a hedgehog. The practitioner repeated the word "Hedgehog" a few times and encouraged the children to repeat after her which they attempted to do so by making sounds or trying to say the word. The children were praised for their achievement and progress as they are [beginning to form single words](#).



Galad, Cesar, Malaiyah and Amaru also took part in this activity, they each had a turn, a few other Autumn items the children selected from the bag was an Owl, pinecone, leaf and conkers. As each child pulled out an item from the bag, this was passed around for the children to explore by using their sentences such as smell and feel the texture during the activity.

## Diwali

We celebrated the nursery's 18<sup>th</sup> Anniversary with the children by organising a fun-filled week full of amazing arts and crafts activities, face painting, knock the tins, hook a duck, lucky dip, and bouncy castle for the children to participate in whilst raising money for the nursery.

### New settlers

We would like to welcome our new settlers Galad and Sophia to Sunshine Room, they have settled in well and have been forming new bonds with the practitioners and the children.



## Exploring cultural items for Diwali (Festival of light)

### Understanding of the world – People and communities

Sunshine room children took part in exploring Diwali items as the festival of light approached and some families began their preparation for this celebration.

During this activity, the practitioner provided a variety of items used for this occasion and gathered the children in a circle. The children were introduced to 'Diwali' the festival of light where many Hindu families come together within their communities to light up their homes, shops and places of worship to celebrate.

Lilly showed a picture of a Diya to the children and an actual Diya and one by one the children took turns to select an item from the box. The children showed [interest in photographs of themselves and other familiar people and objects](#) during this activity.

Cesar, Romy, Sophia, Malaiyah, Amaru, Galad and Elyas all took part in this activity, they listened carefully and waited for their turn patiently. They showed interest in exploring the different items which consisted of picture cards, a beautifully decorated bag, a range of colourful bangles, an elephant, Diwali lantern, Rangoli patterns, and a Diya (candle holder).

Sophia and Malaiyah had the opportunity to choose the colourful handbag from the box, which they were both excited to try on and explore as the bags were decorated with mini mirrors. Amaru, Galad Elyas and Cesar showed interest in exploring the colourful range of bangles, they tapped them together to create sounds and tried wearing them on their wrist with support from the practitioner. Romy showed interest in the elephant figure, and they all had a feel of the Diya which is lit up during this celebration.

During this activity, the practitioners put on some cultural music for Diwali for the children to listen and dance to whilst they learn about Diwali. Cesar really liked the music as he was dancing around the room. Romy was dancing whilst making a range of movements and Amaru, Elyas, Galad and Sophia moved their bodies to the beat whilst they explored the bangles as the music played in the background.

Overall, this activity was a great opportunity for the children to learn about how different cultures and religions celebrate. This was also a great opportunity for the children to [learn that they have similarities and differences that connect them to and distinguish them from others](#).



## Black History Month/Autumn

Another theme the children took part in was 'Black history month' and Autumn. We wanted the children to have a better understanding of various cultures and skin colours, so they participated in activities to help support this understanding. Sunshine room children took part in exploring different skin tones and did hand printing, they also took part in dressing up in African clothing and listening to some cultural music whilst dancing with their peers and the practitioners.



### Skin tone handprint

#### Expressive arts and design: creating with materials

Sunshine Room children had fun exploring and taking part in a creative activity where they were supported with hand printing. As part of their theme of the week, the children had the opportunity to do a skin tone handprint. The practitioner prepared a range of coloured paint such as beige, brown and white.



Romy, Cesar, Elyas, Galad, Sophia, and Malayiah all took part in this activity, they were supported with wearing their aprons before they began the activity, and each waited for their turn to carry out individual handprints on a piece of paper with their names written on it.



The practitioner spread the paint around the children's hands and then helped the children print on the paper, the children were happy to have a turn as they enjoyed feeling the texture of the paint on their hands as they were squeezing their hands together. The children have been [continuing to explore and experiment with an](#)



[increasing range of media and movement through multi-sensory exploration and expression.](#)

Through this activity, the children were able to use their fine motor skills, explore different textures and learn about different skin colours. The practitioner spoke about how we are all different in terms of colours and shapes, but we are all important and play different roles in our family and the world.

### Making traffic lights - [Understanding of the world – The world](#)

Sunshine room children participated in an arts and crafts activity which was in relation to learning about who invented the traffic lights as part of black history month. The practitioner began by showing the children what a traffic light looks like using images and a template of what they will be creating and also spoke about **Garrett Morgan** who created the 3-way traffic light system.



For this activity, Amaru, Cesar, Galad, Sophia, Romy and Malaiyah participated, they were each supported with wearing an apron and were given a black piece of card to use by the practitioner. They were provided with glue spreaders, PVA glue, and green, yellow and red glitter to form their traffic light. The children were excited to start the activity and encouraged to independently select a glue stick to use then dipped it into the glue and spread this on their black paper by dabbing or making strokes or circular motions, the children were able to intently concentrate on an object or activity of own choosing for short periods. Cesar and Malaiyah managed to do this independently with no support from practitioner as they knew what to do and how to do it. Galad, Amaru, Romy, and Sophia required support with spreading the glue.



When the children had finished gluing, the practitioner put some glitter in the palm of their hands and supported them to sprinkle it over the section they had glued. They were reintroduced to the colours being used (Red, yellow and green) and prompted the children to repeat the name of the colour afterwards. All children needed support for this activity as it required a lot of hand and eye coordination and was also sticky and messy at the same time. This activity supported the children with enjoying the sensory experience of making marks on their paper provided.

Overall, the children really liked this activity and they benefited from learning about the world, the name of the inventor who is linked to their topic of Black history month and the colours used as part of the rule of law on the road.

## Bonus sessions

### Language Group - What's in the bag activity.

#### Communication and language: Understanding

Sunshine room children participated in a 'what's in the bag' activity, the main purpose of this activity was to discuss the names of different colours. The practitioner provided a variety of objects with bright colours and put them in an empty bag. Once the bag was ready, we sang the 'Let's Make a Circle' song and prompted the children to sit down in a circle.

Once the children were seated nicely, we sang "What's in the bag". The first child to select an object from the bag was Cesar. Cesar had selected a pink and yellow sensory shaker. The practitioner repeated the name of the colours of the toy and encouraged the children to repeat after her. When Cesar had it in his hand, he was also asked what his favourite colour was.

Then it was Romy's turn, she pulled out an insect, a green grasshopper, and again they repeated the colour and discussed how they camouflage into the grass.



The children showed good understanding and **responded to instructions with more elements**. Malaiyah had picked out a musical instrument and started to shake it, she described the colour and said, "It's pink" and that there were little balls in the musical instrument to create more sounds. Galad selected a pear from the bag, he explored the pear and showed his peers. The practitioner explained that this is a fruit and it's the colour green and this then led to a discussion about snacks and fruits they like to eat.

Sunshine room children really enjoyed this activity, and they look forward to it each time. It is a useful way of learning to be patient whilst they take turns, listen to their peers and learn how to communicate using sounds and gestures and attempting to learn new words.



## Tiny Mites

### Expressive arts and design

Sunshine room children also took part in their fortnightly session of Tiny Mites where they engaged in music and dance through the use of puppets and props.

The Tiny Mites teacher (Christina) started off by singing the 'hello song' as she welcomed the children and staff before introducing all her puppets one by one for the puppet show and lined them up against the wall.



Christina then moved on to her next song which was, 'Pussy cat, pussy cat where have you been?' she pulled out her puppet and encouraged the children to stroke the cat during the song. The children touched the cat and most of the children liked the soft texture.

For the driving song all of the children were provided with individual clear plates to use as a steering wheel as they pretended to drive. The children imitated Christina's actions as they moved side to side whilst steering their imaginary cars and pressing the horn whilst shouting "beep, beep".



Once we had finished the songs, Christina took out her bubble machine which was the highlight of the music session for some of the children, she sang her goodbye song whilst the children attempted to catch and pop the bubbles.

The children were supported with **repeating simple words** during the session whilst remaining engaged and using their **listening and attention skills**.

# Rainbow Room

## Autumn

The children continued the theme of autumn taking part in activities relating to the season. The practitioners provided activities to support the children in learning about autumn and what happens during this season. The children focused and learned more about autumn animals such as making hedgehogs, owls, foxes, and many more.



### Making a hedgehog

#### Mathematics – Shape, size, and measurement

The children took part in making a hedgehog and were given props to have a better understanding of what to do. The children who showed interest in this activity were Willow, Bobby, Nala, Idris M, Alice, Cruz, Adam, Cairo, and Zakariya.

The practitioner placed grass with some autumn objects (wooden logs, a soft toy of a hedgehog, and some images) and first showed the children a picture of a hedgehog and talked to the children about what hedgehogs encouraging the children to describe their shape, colour, and spikes. The practitioner also mentioned where hedgehogs live, and what they eat. The children were very [engaged in listening to the discussions](#) as this supported the children in understanding the world.



The children were given dough to make their hedgehog's body and spaghetti to make the spikes and googly eyes. The practitioner first made her hedgehog modelling how to mould and manipulate the dough but also enabling the children to use their own imagination and creative skills to make their hedgehog how they liked. Some children made round shapes, and some made long shapes with their dough. They then broke some spaghetti and placed on top of their dough as spikes. As they were breaking their spaghetti into pieces, the practitioner spoke to the children about different [lengths such as long and short](#). To finish it off, they each stuck two googly eyes onto their hedgehogs. Once completed, they watch a short video of real hedgehogs.

## Exploring Autumn items

### Communication and language – Speaking.

The children explored autumn items on a tray outdoors. Those who showed interest and curiosity sat around the tray as they started exploring different things such as real leaves, pinecones, dried oranges, conkers, and soft toys of autumn animals such as owls and a hedgehog. This activity supported the children's language skills, specifically listening and attention, and their understanding. When the practitioner picked up a conker and asked the children if they knew what it was, Willow replied, "Conker". The practitioner explained to the children that conkers can be observed during this season and that leaves change colours and fall off trees during autumn as she pointed at the grass and the children saw some leaves on the ground. They spoke about autumn animals and when the children were asked, 'Where do owls live?' Bobby replied, "On the tree" whilst pointing at the tree above. They **used a variety of questions and built up their vocabulary learning new words. For example,** Nala asked the practitioner, 'What's this?' whilst holding the pinecone and the practitioner repeated, pinecone and the children also repeated the name.

Willow recalled learning about hedgehogs and told the practitioner that hedgehogs eat insects. The children were engaged in lots of language, showing curiosity in learning, and using their senses to explore and feel the items such as the pinecones, conkers, and dried oranges. They were reminded that these items were not for eating. We will continue to set up items relating to autumn as part of free play for the children to play and explore during indoor and outdoor play. We will also provide sensory bins for the children to explore real fruits and vegetables that grow during this season such as apples, squash, and pumpkins.



## Fundraising week

The children celebrated the nursery's 18<sup>th</sup> anniversary and took part in different activities to help raise some money for the nursery. They took part in arts and crafts activities such as decorating photo frames, painting wind chimes, decorating face masks, and making name cards and keyrings. They participated in physical activities and games such as lucky dip, hook a duck bouncy castle, knock the tins, and face painting. The children also had their hair done by one of our members of staff and some had a head massage! Rainbow room children also continued with activities relating to autumn to support their understanding of the season and explored autumn objects in a sensory bin for the during free play.



## Black history month

The children have taken part in the topic of **Black History Month** and learned about some of the important people in History such as Garret Morgen (the first man who invited the traffic lights), Benjamin Banneker (the man who invented time) and Sarah Breedlove the first woman who invented a hair comb. The children have taken part in some activities such as taking part in cultural dressing up and dancing, making traffic lights, reading books about differences, exploring 'Handa's surprise' and the exotic fruits and talking about diversity.



### Making traffic lights

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

The children took part in an activity where they made traffic lights using cupcake cases, Alice, Nala, Bobby, Willow, Siena, Cairo, Idris B, and Idris M participated in the activity. They all sat around a table and watched a short video about what the three colours of traffic lights represent. Whilst they reflected on the [detailed features of objects they have noticed in their environment](#)



After watching the video, the practitioner demonstrated which colour goes first and asked questions like, "What does a red light mean?" Idris B answered, "Stop" and when asked about a green light, Willow said, "Go". Each child then took a glue stick to start making their traffic lights. Idris B carefully watched the practitioner pick up a red cupcake case, apply glue to the bottom, and stick it on white paper. He placed the red cupcake case in the middle, with green and yellow on the sides. He was proud of his project and wanted to make another one.

Alice dipped her cupcake case into the glue pot and spread glue on the cases with some help from the practitioner. Siena quietly enjoyed the activity and focused on what she was doing. She patiently removed the glue from her fingers when she was done. Idris M held the glue stick in his left hand, started with the red cupcake case, and then picked up the green one. He applied glue to the bottom of the green cupcake case and used his fine motor skills to stick it on the paper.

Willow used her hand-eye coordination and named the colours of the cupcake cases as she worked on her project. Bobby, at first, enjoyed crushing the red case, but when she saw her peers sticking the cases, she took the glue stick, swirled it on the white paper, and then stuck the red case before adding the yellow and green ones. Nala used her fine motor skills to create her traffic light, while Cairo watched his peers and then took a glue stick, dipped it into the pot, and swirled glue around on the paper. After looking at his peers again, he took the green cupcake case and

stuck it onto the paper. Adam and Zakariya were happily playing with other resources during this activity.

## Dressing up in African clothes

### Understanding of the world – People and communities

The children have taken part in dressing up in different clothing as one of our members of staff Janet who works in Rainbow room has brought in some traditional clothes for the children to wear. This consisted of Willow, Nala, Cairo, Vanessa, Siena, Eliz, and Alice. The practitioners helped the children to dress up and were all given a choice of what clothing they would like to put on. This consisted of This gave the children an opportunity to **learn that they have similarities and differences that connect them to and distinguish them from others** as we talked about who also wears cultural clothing at home. The practitioner also dressed up and gave the children natural musical instruments which are made from wood. The children found fascination in exploring the different types of instruments and the sounds they make as they danced to cultural music.

The children first sat around in a circle to explore the different instruments given and they all **showed an interest in the way the instruments sounded and experimented with ways of playing them, such as loud or quiet, fast, or slow.** We will continue to have these clothing hanging on the children's dressing up unit throughout the month which children can put on and explore during free play.



## French

### Communication and Language: Speaking

Rainbow Room children took part in a French session. This class was not just enjoyable but also helped the children learn French, improve their listening and attention skills, and enhance their language development.

The activity began with the children singing a welcoming song with their French teacher, Debbie. Debbie introduced herself by saying, "Je m'appelle Debbie" (which means "My name is Debbie" in French). She handed a soft toy to each child and asked them to say their names in French. Cairo, Vanessa, Zeynap, Eli, Bobby, Nala, Alice, Siena, Omari, Idris, and Mason all said, "Je m'appelle." Debbie used pictures of a bus, a wheel, papa (dad), and Mama (mum), and sang a French song about a wheel while showing these pictures. She encouraged the children to participate by acting out and copying her actions and **learning new words very rapidly and use them in communicating**. Debbie also brought out colourful cards with French colour names like rouge (red), bleue (blue), vert (green), jaune (yellow), and more. She asked the children to take colourful scarves from a bag and place them on matching colour cards.

Every child had a turn to **manipulate a range of tools and equipment in one hand, tools include plates and scarves**. The grand finale of the activity involved bubbles. Debbie sang a goodbye song while blowing bubbles. The children were captivated and engaged throughout the session. These French sessions will continue to be a part of their bonus classes.



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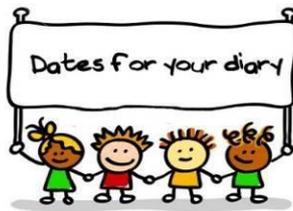
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Look out for updates and see some of the amazing pictures.

Look out for all updates



**Parents Afternoon**  
Friday 1<sup>st</sup> December

**End-of-Year Party**  
Monday 18<sup>th</sup> December (3-5 pm)

**Inset Day**  
Tuesday 2<sup>nd</sup> January

**Nursery Re-opens**  
Wednesday 3<sup>rd</sup> January

**Comments/ Suggestions**

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

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