

Abdulbaasit,
Aliyah and
Katie

End of year Party

We would like to take this opportunity to remind parents/carers that the end of year party will be taking place on **Tuesday 17th December** between 3-5pm. Parents will need to accompany their child on the day. We hope everyone will be able to join us for the fun packed afternoon of food, games and music. A food list has gone out in all rooms, so parents are able to select a healthy donation they would like to provide on the day. Please confirm your attendance by email or speak to your child's room leader. Please note the nursery **closes at 5pm** on this day

We look forward to seeing you all!

Upcoming Events

2-year progress checks: [Thursday 5th December 2019](#)

We will be inviting parents to book in for 2-year checks for those who have not yet had them.

Parents afternoon: [Fri 6th December 2019](#)

We will be inviting all parents to book an appointment with your child's key person to discuss your child's progress. It is important to attend this meeting, as it is a chance to share information about your child.

Bonfire night; Exploring fire safety and colours using sparklers

At Rooftop Nursery we had a sparkler display on bon fire night during outdoor play for the children, they all sat at a distance during the display and the practitioner spoke about health and safety precautions with them. The children enjoyed watching the sparklers get lit up and they also talked about the different colours they noticed.



Star Room

Halloween

Understanding of the world:

During the half term holidays, the children from our other site (Rooftop at Ottaway) came to join Brook and took part in lots of fun Halloween activities. Star room children participated in activities such as; exploring the spooky house that the Rainbow room children decorated at Brook. Rainbow room was decorated with spooky fun Halloween decorations, all ready for our friends to visit. The children also participated in carving pumpkins, arts and crafts activities such as; making bats, playing pin the boo spooky game, where the children pinned a 'boo' sign on a ghost with their eyes closed; which was such great fun. The practitioners provided spooky face painting for the children, giving them choices of what they wanted to be painted as.



The children used their imagination to explore the home corner area that was set up as a spooky house and the children [used available resources to create props to support their role-play](#), they were all fascinated with dressing up in the costumes they found in the dressing up unit. Star room children took part in carving pumpkins, the adult first talked about health and safety when using sharp tools such as knives. The adult then proceeded to cut the stem and upper section of the pumpkin and explained to children about danger to ensure they [understand that equipment and tools have to be used safely](#) and only practitioners are allowed to use sharp tools.



The children then took part in sensory play using spoons to carve inside the pumpkin and observe what was inside, they talked about the different textures, smells, colours and estimated how many seeds they saw inside. The practitioner had a discussion with the children about where pumpkins come from and where they grow to help them with [developing an understanding of growth, decay and changes over time](#). The children expanded on their play by putting the pulp of the pumpkin into a bowl and said they are making pumpkin soup whilst stirring. The children came in with their fancy costumes and took part in a spooky party and played games such as; 'Halloween stomp' and 'pass the parcel'. Towards the end of the day, all children had a bag of treats to take home with them.



Expressive Art and Design / Exploring and using media materials:

Star room children continued with the Halloween activities after coming back from the half term break. They participated in painting a pumpkin as an activity, after carving the inside and turning the pumpkin into a face. The children were given a choice, whether they wanted to carve a happy, sad or scary face and whilst talking about different feelings. Whilst painting the pumpkins, the children had the



opportunity to choose the colours they wanted to use as well as being able to [accept the needs of others and take turns, sharing their resources](#) as the children shared two pumpkins to paint amongst the group. Some children used paint brushes, and some wanted to use their hands and [explored what happened when they mixed the colours](#). Faith said; “look its turning orange”, as she mixed red and yellow together. The children were able to [use simple tools and techniques competently and appropriately](#). Jasmine and Kaylee were painting the top part of the carved pumpkin, using their paint brush in one hand. Some children were talking about the features of the pumpkin as they [observed and talked about the natural object](#). Harmony said; “the pumpkin has lines” and was painting her pumpkin up and down with her brush making stripes. Luna said; “I don’t have a brush, let me get one from Rainbow room”, as she went to fetch a paint brush from the other room independently, this shows that the children are able to [select appropriate resources and adapt to work where necessary](#).

Diwali/Bonfire night

Mathematic Development / Shape, space and measure:



The practitioner introduced the topic ‘Diwali’ a Hindu festival of lights to the children and explained, that it’s celebrated in India and all over the world. Star



room children were then engaged in various activities, such as making a ‘Diya’ a candle holder. The children used clay and with an example of a real Diya, they moulded their clay to make their own. When given a piece of clay, Aaries said; “ooh this is hard”, then a practitioner encouraged him to smear some water on it, Aareis then said; “now its soft and slippery” as he began to [describe the texture, experiment to create different textures and understand that different media can be combined to create new effects](#). During the activity, Jahmai said; “I want to make a ball, round and round”, the practitioner then used this to further his learning as they talked about the different shapes in our environment and simple mathematical

shapes, like triangles, squares, circle and rectangle. Th activity was followed up by the children painting the Diya’s once it had dried. Each child was given a choice of what colour they would like their Diya to be.

Communication and Language/Speaking:

Following the theme of “Diwali”, Star room children took part in making fireworks. This was a painting activity where a large piece of paper was laid on the floor as this improves the children’s hand-eye coordination. Star room children were given different colour paints and brushes to use, they were encouraged to flick the paint onto the large paper in



order to make fireworks. The children were very fascinated about the activity, as they splattered the paint all over the paper and mixed the colours, Khaiya said; “wow, look, that looks so nice”, [building up vocabulary that reflects the breadth of their experiences](#). Aliyah said; “you know that’s my favourite colour” as she pointed to the colour green, [using language as a powerful means of widening contacts, sharing feelings, experiences and thoughts](#). All children displayed good understanding of instructions and were cautious about not splashing paint onto their friends face or clothes. For example, Luna said; “I would be sad if my dress got paint on it, so I have to be careful”. To further the children’s learning of not only their own feelings but also to show care and concern for other people’s feelings, the practitioner asked her to ask her peers how they would feel if they were splashed with paint. She asked Jasmine how she would feel? Jasmine replied by saying “sad”. We also talked about other feelings such as happy, confused, scared, angry whilst having this discussion with the children



Transport

Due to the children showing a lot of interest in vehicles relating to transport, we have been engaging in different trips. We decided to do a theme on ‘transport’ and ‘road safety’. Star room children were involved in various activities and below are some of the activities they participated in.

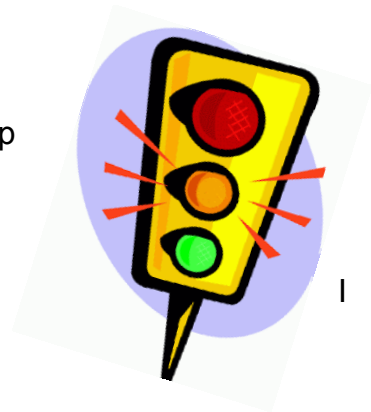
Personal, Social and Emotional Development / Self-confidence and Self-awareness:

Star room children were engaged in making their favourite means of transport, presented with cars, trains, motorbikes, bicycles, and aeroplanes and each child chose what means of transport they wanted to draw. The children showed [confidence to speak to others about own wants, interests and opinions](#). During the activity, Aaries said; “this train goes to Brixton, to Aunt Cathy’s



house”. Jasmine said; “me and my mummy and daddy go on holiday on the aeroplane.” Iylah-Skye said; “this car is going on holiday; my mummy and nan are coming on holiday with us too”. All the children were very excited about the transport they chose, and they were all talking about their family members whom they travel with as they all [showed interest in the lives of people who are familiar to them, remembered and talked about significant events in their own experience and recognised and described special times or events for family or friends](#). The children also talked about how they come to nursery in the morning, Jahmai said; “I come mummy’s car”, Khaiya said; “I walk with my mummy and brother, mummy drops me off then she takes Kairum to school”. We talked about road safety and what

the children should do whilst walking on the road and Katie said; “hold mummy’s hand”, Kaylee said; “when the light is red, the cars have to stop and when the green man comes then we cross the road with mummy”, **showing understanding of the need for safety when tackling new challenges, and considers and manages some risks.** lylah said; “the lollipop man stops the cars and then we cross the road, I saw him when came to nursery with mummy.”



Communication and Language / Speaking:

Star room children also did ‘Box of feelings’ as part of the activities for the week. We engaged children in this activity to support them with understanding their own feelings and other people’s feelings. The practitioner explained to the children that all emotions and feelings are okay, but we must be mindful of how we treat each other. The practitioner explained that its okay to feel sad or angry, but we must always keep our hands to ourselves and tell our teachers when we feel sad. The children had a chance to talk about the different things or occasions they have experienced related to feelings/emotions. Robel said; “I am happy when mummy cooks pasta, its yummy”, Aaries said; “when my mummy tells me to go

to my bed, but I want to sleep in her bed, it makes me sad.”, but what makes me happy is when mummy cooks chicken”, **building up vocabulary that reflects the breadth of their experiences.** lylah said; “I am happy when my mummy takes me to McDonald’s”, she also said; “it makes me sad when my friends don’t play with me, and when they don’t share with me”, **using talk to organise, sequence and clarify thinking, ideas, feelings and events.** When Jahmai was asked what makes him happy, Jahmai said; “I like playing with the car”. The children then took turns to wear the different masks that displayed different feelings throughout the activity and to wrap up the activity we read a book on ‘hands are not for hitting’.



French

Bonus Class

Communication and Language/Speaking

Star room children took part in French and the focus was learning some basic words like, **‘la pomme’**, (apple) **‘la banane’**, (banana) and **‘la fleur’** (flower). Sterling was able to sound out some of the words when the practitioner prompted him with the first sounds of the word as the children **learned new words very rapidly and was able to use them in communicating.** Also, during the dancing



game, which is (find the word), khaiya was able to find the objects when the practitioner called out the word.

To further children's learning, we are always introducing some new words in French and revisiting the words that they have learnt during the French sessions and during circle time we will ask the children's names in French, for example; 'Como tu apelle' (what's your name?) and they respond by saying 'J'M'apelle'..(my name is.....).



Forest Play

Bonus Class

Star room children took part in their final Forest play session which was held in Hackney Downs Park and met with their other peers and adults from our other site, Rooftop nursery in Ottoway street. During this session, Abdulbaasit and Robel who have recently settled into Star room had the opportunity to take part in Forest play. When all the children arrived at our designated area for play, everyone gathered at our main spot which is called 'camp base' and one member of staff then asked the children if they remembered any of the rules of forest play, before she started telling everyone the rules. Some of the rules that the children put forward were; 'no picking and no licking', the adult reminded them about flying insects, and if they saw any, to do the 'x factor' and stay still. She also explained that no one is allowed beyond the red tape and when 'camp base' is called out, for everyone is to gather in the middle.



PD/Health and self-care

Free play

After the children had been briefed on the rules of forest play, they were told to explore around the area. This session, the children showed great interest in climbing on top of a large log and practitioners were also encouraging the children to jump off the log independently [showing understanding of the need for safety when tackling new challenges and considering and managing some risks](#). Selim, Robel, Faith and Abdulbaasit were exploring different ways of [moving freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, jumping, sliding and hopping](#) as the children climbed on top, under and then laid flat on top of the log.



The children also showed interest in hunting for minibeasts as they were looking inside the holes of the logs, when Selim said; "Oh, look in this hole", while pointing and showing the adult that he was a bug crawling out. While sitting on one of the logs, Ahyan said; "this is my car", as he displayed the same action imagining he was driving a vehicle. Robel then said; "this is my motorbike and it goes super-fast", as they were able to [practice some appropriate safety measures without direct supervision](#)



PSSED/Making relationships

Mud/ water painting

The children independently picked up their buckets and paint brushes and went towards Hafiza to make their mixture for mud painting. All the children sat down on a log in a straight line to wait patiently for their turn which they all did amazingly, showing that there were able to **tolerate delay when needs are not immediately met**. Each child had the opportunity to independently dig the soil for some mud, put it in their buckets using a spade as well as pouring water holding the bottle with two hands and then screwing the lid back on. After making their mud paint mixture, Aaron moved up to one of the logs and started to paint then said; "I am painting the spider's new home, it's going be brown". Robel spilled all the mixture on a log, and he said; "look the water is sliding" and Ahyan said; he was painting his house.

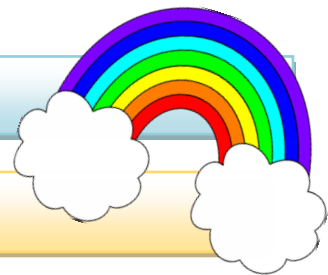


While engaged in mud painting, the children were able to **keep play going by responding to what others are saying or doing** as Abdulbaasit was engaged in a dialogue with Aaron, pouring the rest of the mixture while they both took turns in sharing. Abdulbaasit said; "Oh my God, no more left", to which Aaron then replied, "don't worry, I'm going to go get more and it was just a tiny bit left". Towards the end, the children were engaged in an hide and seek game as Hafiza split the children in to groups of four with an delegated adult and gave them clear instructions how to play as she demonstrated, saying, "where oh, where are you", to the children as everyone hiding had to say "we are, we are here", after finding a hiding spot.

The children really enjoyed it as they were asking for another go. The most rewarding part of the day is seeing the delight in our children's faces when they achieve something new. They are so proud of themselves, and it's so wonderful to see. We are very keen to ensure the opportunities continue for all our children to learn about each other, spend time in the fresh air and learn about the world in which we live, as well as to encourage others to have a go at new challenges, and use the outdoor space to enjoy games and just have fun.

We will resume our Forest play session in the new term at the end of February. Watch out for the dates, until the happy exploring.





Halloween

Expressive Arts and Design:



This week's theme for Rainbow Room was Halloween: Sama, Joshua, Ayla, Robel, Samara, Kendrick and Ikraam created ghosts by putting glue onto a white piece of paper and pulling apart cotton wool so that they can stick it onto the paper. The children began to realise tools can be used for a purpose, a practitioner asked Chilique and Ayla 'What colour are ghosts?' and 'What are we using to stick onto the paper?' Both Ayla and Chilique were able to say that 'ghosts are white' and that 'we are using cotton wool'. Samara and Joshua didn't want to use the glue sticks, so they dipped the cotton wool inside the glue pot and stuck it onto the paper. Some of the children showed interest in the texture of the cotton wool, the practitioners expanded their vocabulary to saying

the wool was 'soft and fluffy'. We will continue to introduce different textures to the children.

The children used their sense of touch to explore the texture of the dry glue as they peeled the cotton wool and glue off their hands. This showed that Rainbow room children can explore with a range of media through sensory exploration. Once they peeled the cotton wool off their hands, they repeated the process and placed the cotton wool inside the glue pot again and stuck it onto the paper realising that the cotton wool would be stuck on their hands again.



Physical Development:

Cavalli, Mohammad, Nabil, Ciara, Robel and Joyce took part in the activity of making pumpkin spaghetti soup. They had a portion of spaghetti in front of them and around the table there was pots and pans, water, different colours of food colouring, bowls and wooden spoons. Joyce and Mohammad took their spaghetti and poured it into the pumpkin. The practitioner asked, 'What colour would you like?' with the red and green in their hands. Mohammad pointed at the green food colouring and said 'this one' he helped the practitioner pour it onto the pumpkin whilst Cavalli mixed the spaghetti with a wooden spoon.



Rainbow room children **began to show control in holding and using jugs to pour**, the practitioners helped the children become more familiar with quantity and how much they want to pour. When Robel was pouring the blue food colouring, he said 'it's going to be all blue'. The pumpkin was passed around and all of Rainbow room children poured their coloured spaghetti inside the pumpkin and mixed it around.



Numbers

Mathematics:

This week's theme for Rainbow room was Numbers: Sianna and Robel took part in recognising numbers cards. Sianna and Robel were able to **recite some number names in sequence**, by counting with their fingers with the practitioner up to 10 confidently. Sianna was able to **say some numbers randomly**. When the practitioner pointed at a number Sianna was able to say what the number was up to the number 15. Sianna is very confident with her numbers; she is able to **say some numbers randomly**. For example, Sianna would walk around Rainbow room and count up to 10 or she would shout out different numbers. She is very interested in numbers and can recognise them when its being shown in front of her.



Personal, Social & Emotional Development:

Chilique, Sama, Samara, Ikram, Kendrick, Joshua, Ayaz, Inaaya and Robel took part in the finger printing activity. Rainbow room were able to **interact with others and explore new situations when supported by familiar person**. Ikram was able to count her fingers very confidently when the practitioner asked her to count how many fingers she had.



Robel was able to count some of his fingers and began to learn that he has 10 fingers in total. In the same activity Rainbow room children attempted to learn their colours as well. The practitioner said to Kendrick 'what colour is this?' whilst pointing at the blue paint. Kendrick said 'blue' with a big smile on his face.

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Exploring Animals

Rainbow children have been showing a lot of interest in animals and therefore explored the characteristics and habitats of different animals throughout the week.

Expressive arts and design:



Ayla, Sama, Samara, Joshua and Chilique took part in making handprint animals. The children were given the choice between a turtle, elephant, leopard and a lion. Joshua chose a turtle and with the practitioner's support he was able to dip his hands into the green paint and print onto the paper. Ayla chose to create her handprint by using a paint brush to paint her hand rather than dipping her hands into the paint. Whilst using the paint brush to cover her hand she said to the practitioner "it tickles". The practitioner used this opportunity to further the children's vocabulary related to their sense of touch and textures; and to allow them to [begin showing interest in textures](#). She encouraged the children who dipped their hands into the paint to use descriptive words such as "wet", "slimy", "gooey" and "cold". Chilique was able to identify the colours of each animal



and described characteristics of the leopard. Chilique touched the leopard and said, "its spotty and yellow". Sama, Samara and Joshua were [able to experiment with colours and marks](#) as they observed the mark which their hands left on the paper and how the practitioner helped them to turn their handprints into the animal of their choice.

Understanding the world

Kendrick, Sama, Samara, Muhammed, Inaaya and Jesse took part in making animal footprints using clay. The practitioner supported the children [to explore the clay and toy animals by linking together different approaches: shaking, hitting, looking, feeling, pulling, turning and poking](#). She also asked the children "what does the clay feel like?" to which Samara responded, "it's cold" Inaaya also replied by shouting "soft". Jesse touched the clay and expressed his dislike for the texture by shrieking. All the children were given a lump of clay and took turns sharing resources such as the rolling pins. Kendrick showed his enjoyment for playing with the animals and imitated the sounds of the lion as he pretended to roar at the practitioner. The children were able to [talk about some of the things they have observed about the animals](#) presented to them. For example, with support from the practitioner Inaaya and Sama engaged in a discussion about the sizes of the animal footprints and made comparisons. Inaaya said "big dinosaur foot" and the practitioner introduced them to the word "paw". The children will



continue to be encouraged to discuss what they notice about animals and other natural objects through small world play.

Bonus classes

Bonus class: Tiny Mites

Rainbow room children enjoyed taking part in our Tiny Mites bonus session. Each week they build up a collection of songs and rhymes which they sing along to and **fill in the missing word or phrase in these known rhymes**. For example, the children sang the “tiny mites club” song with support from the instructor and practitioners. Ikram, Kendrick, Chilique and Sama were able to sing along and fill in gaps where they had to complete the repeated refrain “round and open”. Muhammed and Inaaya were able to **imitate movement in response to the music**. This week as it is winter and nearing to the festive season the children began learning some festive songs associated at this time of year. These songs included “jingle bells” and “five little snowmen”. Before singing these songs the children were engaged in a conversation with the special puppets. They were asked to identify who or what the puppets were and to **use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts**. The puppets consisted of father christmas, a snowman and reindeers. Over the following weeks the children will be encouraged to take part actively in Tiny Mites sessions and develop favourite songs and rhymes which they will be able to independently sing.



Parent Notices

- No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- Please provide a labelled bag with adequate amount of spare clothes (underwear, trousers, socks, nappies, wipes etc.)
- Please call the office by 9.15 to inform us of any absences or late arrivals.
- Breakfast starts from 8.05 until 8.50am. If you wish for your child to have breakfast, please arrive before 8.45am.
- Close the gate behind you upon entering and leaving the premises.
- Sign your child in and out daily on the register- parent/ carer must write their name when signing in and out, please avoid writing mum/dad.
- Please store buggies in an orderly fashion, do not obstruct the pathways. Please fold the buggies.
- **Parents are advised for health and safety reasons to **NOT** bring in nuts (or anything containing nuts) into the nursery setting or around the premises. Some of our children have severe nut allergy and therefore, cannot be anywhere near nuts.**
- **Online Banking:** We are kindly requesting parents who pay their fees online to check payments have the correct reference- i.e. your **child's name**.
- **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
- Please label your child's clothing inside to avoid any mix ups.

