

Ottaway

February 2022

Happy
Birthday!
Ada, Maya
& Dylan F

Amazing treats for the
staff for love week
from Hafiza

and the management
team



Inset Day

We had our inset day on Friday 4th February. Our Manager Hafiza collected all the staff's opinion in what support they felt was required and what they required training on. The topics that were most common in the areas they wanted to support in, where: **Box of feelings, Behaviour management, Pecs and Heuristic play.**

Before the session commenced, feedback given from the staff was that we have a wonderful team, each staff with their own individual skills, uniqueness, areas of expertise, and strengths for the newer members of staff that have not done this workshop before they got further insights into what makes an outstanding team.

All staff that were present on this inset day had agreed this training was extremely useful to them.

Below are some comments made by staff

Be more effective in my job role and more positive and supportive to my team

It was a really good course and I really enjoyed it

Everything taught was very useful. Excellent training

Learnt a lot about behaviour management

Roof Top Nursery

Roof top
nursery



Pecs:

The Picture Exchange Communication System, or PECS, allows children with little or no communication abilities to communicate using pictures. The child using PECS are taught to approach another practitioner and give them a picture of a desired item in exchange for that item. By doing so, the person is able to initiate communication.

Box of feelings

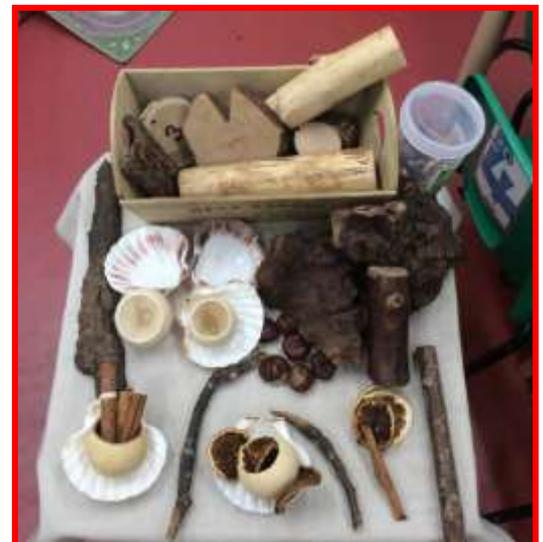
Learning how to use Box of feelings to support children's emotions and to help them explore ways of expressing themselves. We discussed how to support children's feelings with activities and ideas of real-life scenarios and support them through this process and how to self-regulate their feelings.



Solihull approach: The Solihull approach is learning how to support different relationships in order to improve the outcomes for children and families.

Solihull approach was explained in detail of the techniques and strategies that can be used in supporting children using the method Containment, Reciprocity, and Behaviour management. All about the practitioner tuning into the need of the child and how this can be done, Hafiza our Lead professional explained the theory behind containment and shared good practice knowledge on expanding and supporting practitioners' professional development

Heuristic Play - This session was also led in the afternoon by Hafiza. Heuristic play refers to the sensory exploration of the properties of 'everyday' items. These 'objects' are things from the real world, with anything from a bowl to a pinecone or pieces of string, heuristic play objects all share the characteristic of being open-ended. Heuristic play resources promote innovation, creativity, and imagination through the discoveries children make about ways in which these items can be used. As children learn through play, the staff were given an opportunity to explore this further by learning about schematic play and the pattern of behaviour in children's play along with how to support brain development in young children. The staff found the training effective and helped build on staff existing knowledge



Parent Notices

- ✓ No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- ✓ 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 return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, hats.
- ✓ Please call the office between **9.00 am to 9.30am** 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.
- ✓ Please store buggies in an orderly fashion, do not obstruct the pathways. **All buggies must folded.**
- ✓ Can parents please make sure you are here to pick your child up: latest by 5.45pm as we have too many parents coming in together which delays feedback and closing the nursery on time.
- ✓ Please ensure you dress your children in clothes you do not mind getting stained or dirty as we have lots of fun and messy activities happening in baby room.
- ✓ **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 Antoinette
Email: office@rooftop-nursery.com

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 reminders

Red nose day – We will be hosting a Red Nose Day Sports day on Wednesday 16th March and a disco on Thursday 17th March. Please ensure you have received your sponsorship form and get as many sponsorships as possible to help achieve our target of £200.00

Parents afternoon – We will be having online parents' afternoon from Wednesday 30th March

Star Room

until Friday 1st April. Please look out for an email stating which date your child's slot will be

**Reminders Football: Tuesdays,
fortnightly French: Wednesdays,
fortnightly Tiny Mites: Monday**

fortnightly Book Bags: Changed weekly every Tuesdays or Thursdays



Solar system



To infinity and beyond, the Star room children are all very happy 3 and 4 years old, with lots of bright ideas and energy. Every day we have a range of activities that helps develop and **foster their growing minds**. One of the themes in Star room in which the children had great fun exploring and finding out more information about was our solar system. The children were fascinated, looked at the individual planets and created their own version of each planet to form a solar

system display.

This theme really sparked their **imagination and inspired** the children to do lots more space relating activities and further develop their interest in all the 8 planets in outer space. This was extended by creating an interesting area with resources relating to outer space for the children to explore and investigate such as Astronaut costumes, Moon rocks, Silver stars, Rockets, and Aliens.

Communication and Language development:

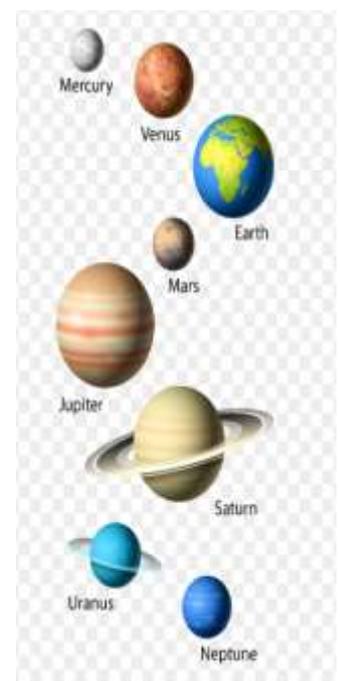
Akki focused further on **extending their vocabulary** by introducing keywords and songs. Here are some keywords we have been learning Space shuttle, Astronaut, names of all 8 planets, understanding Comet, and Galaxies. Star room also had the opportunity use the ICT area and watch and learn a great song about outer space. Many of the children-maintained **focus and showed interest and involvement** as they all sang along the video.

Here is a verse of the lyrics to our planet song why not join in and sing along with your child.

There are eight planets in our solar system
We revolve around the sun
Join us to learn about the different planets
Now sing along and have some fun

My name is **Mercury**
I'm the second hottest planet
The closest one to the sun
A year on my surface is 88 days
I'm the smallest but I'm lots of fun

Parents can support us by practising this song with your children.



Expressive Arts and Design: Creating with Materials: Paper Mache planets

During this activity, the children all got their hands messy and used balloons and paper Mache to create their very own solar system in the room. This gave children the chance to **explore using different textures and resources**. We first started off with getting the resources ready together, the children supported by **demonstrating their individual liberty** as they got all the materials ready for the session. For example, Helena got half a jug of water, while Karaeah then poured it into the bowl, she was very precise with how much water to put inside the bowl further learning about **measurements and quantities**. We focused on further developing our **mathematical language** by **comparing the different sizes** of the planets.



Throughout the activity, the children eagerly got involved in the conversation and **shared their ideas** of what outer space was like. For example, Alba then said, “did you know the stars are hot because they are close to the sun?”. Rafal said “the earth is the number 3 planet and we live there.” Vida then named the planet Uranus and called it the Icy planet because it is very cold.

Once our planet’s model dried, we painted our planet’s models. All the children showed interest as they were **focusing on the small details** and shared ideas with one another. Some of the children preferred to use their hands to paint whereas some preferred to use paintbrushes. Therefore, this gave children the opportunity **to explore different textures**. Throughout the activity, the children were communicating with each other about what they know about space such as Rafal said “there are rocks in space and some of them are as big as cars and some of them are as small as ice”. Karaeah said “the Earth is green and blue,” Blaise and Alba said “yellow”, and Juno said, “I want to paint mars red”. Many children got to demonstrate their **democratic values** by making choices and sharing their preferences.



Fine Motor skills: Galaxy dough

Another exciting activity to further extend the children’s learning and understanding we carried out in our room was making galaxy with play dough. What fun Star room children had as they further developed **eye-hand coordination** and fine motor skills by strengthening and improving dexterity in our hands and fingers by manipulating their dough to our desired shape, texture, and size. The children independently combined flour, black powder paint, two drops of oil, and half a cup of water into their individual bowls. Using their hands, the children were encouraged to knead the dough till the dough became nice and soft. We used Stars, moons and sprinkle stars to decorate our playdough.



The year of the Tiger - Chinese new year

Understanding the world: The world/people and communities



Star room children enjoyed celebrating **Chinese New Year**, with a variety of different activities. They enjoyed painting dragons, they decorated Tigers on paper plates as its the year of the Tiger and decorated Chinese lanterns with colourful tissue paper and sparkly glitter



to develop their knowledge about Chinese New Year. We listened to Chinese instrument sounds and learnt how to say Ni Hao (hello) and Zaijian (bye). These **cultural capital** activities were focused on bridging the gaps and building on the early experiences for all our children. The children got to **build positive relationships** with one

another while learning to appreciate our world's global diversity as well as develop their **understanding cultural and celebrations other than their own.**

Expressive Arts and Design: Creating with Materials/collage of a dragon

The children had the opportunity to create their very own big dragon as a dragon symbolises power, strength and luck. On this occasion, the children were encouraged to paint their papers red in order to turn them into a dragon. This enabled the children to **learn about different cultures and why they celebrate it.** All the children did fantastic in demonstrating their **individual liberty** and **democratic views** in **decision making** by selecting the resources they wanted to use and by helping set up the area. We engaged in **sustained shared thinking** by elaborating on their conversations as they spoke about dragons and what they looked like. Felix and Anu shared that the dragon is very big and scary, Felix then talked about the dragon's wings and how it's very big. The practitioner asked the children "why do they have dragons?" And De'Andre said, "to catch people". Once our dragon templates were painted, we added a small detail to bring the dragon to life e.g., added googly eyes, sequins, and glitters.



Mathematical Development: Making lanterns

Star room children made their own lanterns using coloured paper. The practitioner made the template which the children decorated and stuck the ends together to complete their lanterns. Throughout the activity, the children were encouraged to speak about what lanterns are used for. Arfa said, "Lanterns lights up when it's dark". The children used various materials to decorate their lanterns such as glitter, coloured tissue paper and pom-poms. During the activity, the children **chose particular colours for their lanterns.**

Communication and Language: Speaking

During island time we focused on enhancing the children's understanding of Chinese New Year, we looked at cultural picture cards of how people around the world celebrate these festivals. We



looked at Chinese writing and attempted to **imitate the symbols** ourselves on the damp sand. We further learnt about the dragon and what it represents such as luck and power. Furthermore, we took part in a dragon dance, the children all stood in a line and moved around in a circle to the sounds. and made a collage of a tiger.

Love week



Sending you much love, joy, blessing and a happy thought!

Star room children spent over two weeks celebrating Love week. The children enjoyed reading books on love such as 'I love my mummy', 'I love my daddy so much' and various other books related to loving our friends and families. This gave the children the opportunity to express their feelings and **show affection and concern for people who are special to them**. Love week is not just about showing love and affection to your loved ones, it also gave the children the opportunity to show love and share it in a variety of ways as each culture celebrates it differently such as; writing poems, making cards and even drawing for one and other.



Personal, Social and Emotional – Making a relationship

What is a great way of expressing your love to your loved ones? A card that's full of messages and drawings! In this case, the children made love heart-shaped cards which enabled the children to all get their creative thinking hats on and they started to come up with fabulous **ideas and share it amongst each other** such as; Alba said "I'm going to add a string so mummy can hang it on the wall" following on from that Blaise said, "I'm going to add it in my mummies flower". The aim of the activity was for the children to express their emotions in different ways.



While showing a lot of **enthusiasm and involvement** throughout the activity the children were very focused and were able to explore using **different textures and resources**. The children first started off by sharing who they would like to make their cards for and why. Felix said "I'm going to make it for my mummy because I have fun with mummy," Anu said, "I'm going to make it for mummy and daddy because I went to dinosaur park". They then proceeded to spread the glue on the red paper whilst enhancing **their hand-eye coordination**. Once they spread the glue, they then started sticking the resources in front of them however, the children were also giving meaning to each resource they were using such as Arfa saying "I'm going to use pink feather because my mummy likes pink". This showed that the children **focus on the small details** about their loved ones. This enabled the children to design a card for a family or friend that they value and talk about how other children across the world send cards to their families and friends which enabled them to gain more knowledge about living in a multicultural and diverse world.



Expressive Arts and Design: Creating with materials

Carrying on from our love week theme as some of the children were term time, the children participated in some more activities. The children took part in making a

'Star room family tree'. Before carrying out the activity each child told their peers what they love about each other. This gave the children the opportunity to understand **each other's emotions and build strong bonds**.



The children all got their hands messy and used them to do hand printing for our Star room family tree. This gave children the opportunity to **explore using different textures and resources**. We first started off by getting the resources together such as mixing the paints, paintbrushes and the paper which allowed the children to demonstrate their individual liberty such as Felix counted the number of children and got the right amount of paintbrushes. We then spoke about how other children may be sharing their love with their loved ones during love week which allowed them to have a better understanding of diversity and knowledge about living in a multicultural world.

Throughout the activity, the children showed a lot of **interest and involvement**. The children placed the big paper onto the middle of the table in order to have easy access to paint. The children then picked up the paintbrush and painted their other hand with a colour of their choice. Helena was very precise when painting her hand and was **focusing on the small details** such as the lines

that came out from her palm. Once they painted their hands, they then pressed them down on the paper and removed it with excitement. As the children needed certain colours such as brown for the tree the children learnt about mixing colours to create the colour they needed for example; mixing green and red makes brown. The children created a beautiful tree of love and attached handprints as leaves.

Bonus classes

Football Session

Football gives children the ability to become well-integrated as well as have friends. Moreover, through this sport, they acquire conflict management skills as well as the ability to respect others. In other words, the child learns to be socially dependent.

This week the children began their football session with the traffic light game. The coach showed colourful cones and informed the children each colour has a meaning such as red is to stop and green is to go and yellow is to get ready. Without speaking the coach put the cones up and the children had to make sure they had to look. However, when the coach put up

the yellow cone the children were asked to walk backwards slowly. Star room were able to **follow simple instructions**, the children were given the ball and asked to bounce it and walk around using one hand. Following on from this the children then played hulk smash, they were instructed to throw the ball to the cones and turn it upside down. The children then placed the balls on the cones and were asked to stand between them and hit it with their hands. Throughout the session, the **children-maintained focus** and showed interest and involvement.



Yoga / Tai Chi

Physical development: Moving and Handling

During the yoga session, the Star room children got to explore and focus on their gross motor skills by learning new poses for both yoga and tai chi. We have reimplemented our ai chi session which focuses on supporting children to **regulate their feelings, strengthen their gross motor skills, flexibility, and balance**. The children were encouraged to loosen their bodies by relaxing in a comfortable position and gathering their thoughts and feeling. Arfa, Alba, and Karaeah followed the practitioner in learning something new. Children started to **make connections between their movement and the marks they make**. We first practised the Heng and Ha exercise which in breathing in and out five times. Followed by the koala poses resting in the tree which requires the children to balance on their legs and pretend to rest on a tree.

French session



To start off Star Room's French session the children started off by singing the bonjour song, After singing the children began passing a yellow ball around whilst introducing themselves saying "Je M'appelle" followed by the children's names. The children discussed ornaments and things that represented our love week theme. This theme was perfectly fitting for Star room as it drew their attention immediately, showing they were able to **listen and respond to ideas expressed by others in conversation or discussion**. The children then

challenged themselves by creating heart shapes. Once the children had all created their hearts a song was put on for the children to dance to and repeat the word "Je M'appelle" encouraging the children to shout out their names. This enabled the children to **concentrate, listen and show full attention**. The children then sang "if you're happy and you know it" in French. Once the children had finished singing, they moved onto looking at images of a flower, chocolate, card and balloon. They were then asked to close their eyes to which one image was removed they then were asked to name the image that was removed. Following on from this activity colourful hearts were then placed on the floor and the children were asked to press on each colour while saying the colours in French. **I love you: Je tem, my name is: Je M'Appelle. Floues: Les floeurs, Chocolate: Le chocolat and Balloon: Le ballon**

Tiny mites

Star room participated in Tiny Mites and had lots of fun while taking part in songs which related to being a zookeeper where the children have been showing a lot of interest in animals! The children started off by singing the hello song, towards the end of the song a doll was taken out and the children counted down from 3 and shouted their names out loud. The children then pretended to go to the zoo, however, the children were handed out colourful plates to pretend they were the zoo driver. As the plates were their steering wheel. This showed that the children



were able to [play alongside other children who are engaged in the same theme and also play cooperatively as part of a group to develop and act out a narrative](#). She asked the children open-ended questions such as what we have to do when getting in the car and alba said “we need to close the door” they then pretended to close the door. The tiny mite’s teacher then said what do we have to do after and De’Andre said “we need to do our seat belts”. She then asked the children to stand up and asked the children what animals are we going to see at the zoo and Anu said “elephants” Blaise said “crocodile” Karaeah said “giraffe”. They then started singing a song and pretended to be the animals. The children [showed interest and involvement throughout the session](#) as they were following simple instructions. Towards the end of the session, Janine took out bubbles

Rainbow Room

Happy Birthday to Ada

Pirates

Starting the month of February and following the children’s interests we have been looking at pirates! This was a big success as the children continued to develop their interest in different activities that were set out daily. We made pirate boats, hats, and treasure hunting.

Expressive Arts and Design: Pirate Treasure box

As part of one of the activities the practitioner set out pots of brown, yellow and orange paint with different style paintbrushes, she also set out different sized boxes to replicate our own custom-designed version of a treasure box after looking at a few pictures with the children. The children came over to the table, with their aprons on and sleeves rolled up ready to get creative. The communication that occurred during this activity was flowing and [turn-taking](#). Gene and Thomas politely asked the practitioner “can I have brush please?” as they dipped their brush in at a side angle and began stroking the brush up and down and pointing to show their peers, Delia saw this and began imitating their actions. This ensured that the children are developing [good hand to eye coordination, motor skills and use their imagination as they consider what they can do with different materials](#). The practitioner asked open-ended questions to the children, encouraging them to [use a wider range of vocabulary](#).



Personal, social and Emotional Development & Understanding the World - Coin making

As we had small gold coins on our treasure box display, the children wanted to make their own versions. Following on from our treasure box activity the practitioner set out different types of materials for our coin making. We had crayons, PVA glue, coloured paper, and sequins. Amaya and Lowen began showing [developing manipulation and control](#) as they observed the practitioner pinch the sequins with her fingers and put them on the coin, they immediately imitated this, Amaya picked up the mermaid shell sequin and showed it to the adult. Lowen picked up a green crayon from the box, and said 'green', as he scribbled on his paper, he pinched a hand full of sequins and placed them next to him, using his finger to stick the sequins down on his paper as he [explored materials with different properties](#).



Personal Social and Emotional Development & Communication and Language – Teeth Brushing

Rainbow room children have been conversating about their teeth more frequently at nursery, therefore the practitioner took this as an opportunity to set an activity up where they were able to explore brushing teeth using props and discuss amongst each other. The practitioner set out a messy mat, two big healthy sets of teeth and small teeth that have not been looked after, toothbrushes, toothpaste, and diagrams that include pictures of what some foods can do to our teeth. The practitioner began the conversation by asking “who brushes their teeth in the morning and night-time?”, the children showed that they were confident **to understand simple questions** as Delia quickly replied “me me” whilst showing her teeth to her peers, Delia became more attentive **to listen to other people’s talk with interest but became easily distracted by the rotten teeth**. The children **explored different materials and tools** as they picked up the toothbrush of their liking and began squeezing the toothpaste on and slowly used their dominant hand to brush the teeth. Lowen pointed to a diagram of unhealthy foods that could damage our teeth & said “cupcake,” “honey,” Ziggy then picked up a set of rotten teeth to imitate what could happen when we have too much sugar.



Expressive Arts and Design – Love Cards

Family is a big topic of conversation for the children, they enjoy speaking with each other about how their mummies and daddies make them happy and how much they love them. The practitioner took this as an opportunity to create an activity for them as Love week is approaching next week, the practitioner invited the children to sit around the big table, she put out the heart-shaped paper, red paint, glitter, and sequins. The children were able to **express ideas and feelings through making marks, and sometimes give meaning to the marks they make**. Thomas showed his peers his creation and said, “this is a heart, this is for my mummy”. Delia and Dylan then went on to explore different materials as they **use their imagination to consider what they can do with different materials**, such as tissue paper and glitter.



Expressive Arts and Design - Being imaginative – Heart-shaped dough

Rainbow Room children gathered to create red heart-shaped play dough to celebrate love week. The practitioner prepared this activity by placing down flour, bowls, wooden spoon, salt, oil, and heart-shaped cutters. The children were able to **notice what the practitioner is doing, to then begin imitating what is observed and then doing it spontaneously when the practitioner is not there**. The children began rolling their sleeves up



and placed their aprons on ready to begin the activity. Luna and Delia enjoyed naming the ingredients that were there. The practitioner then added all the ingredients to the bowl with the help of the children and took turns to mix the ingredients together. They then began **manipulating** the playdough and began making their own heart shapes. Thomas and Delia needed a bit more support from the practitioner to get the heart shapes they were aiming to achieve. After all, children had their shapes completed, they then decided to decorate them. Overall children had fun making their Valentine's Day hearts, this activity was great in terms of the children developing **their fine motor skills and learning to do things independently**.

Love week

Personal Social and Emotional Development – Love heart trees

Another fun activity planned was making a love heart tree. The aim of this activity was to duplicate a tree in our own imaginative way to continue celebrating love week. The practitioner set out red, orange, and brown paint. The practitioner then set out a drawn-out picture of the tree so that the children can observe this whilst they made a card for their parents. The children took a pencil or paintbrush, showing confidence to **hold the pencil near the point between the first two fingers and thumb and use it with good control**. Delia said "I need brown paint please" as the practitioner handed, the pallets over to her, she began painting choosing colours from one paint on to another colour. Dylan and Ziggy took part in painting the love heart flower Ziggy held the brush and held it with his left hand as he held onto it as he was waiting patiently for the paint as he is **beginning to show a preference for the dominant hand**. Thomas used his right hand as he was focused on painting, he applied pressure on the brush onto the paper as he held the diagonal paints sideways as he began to **show increasing control**.



Science week

Understanding the World - Planets

Rainbow room explored space this week, we had a look at different planets. The practitioner began by asking the children "do you know where we live?" the children responded "London" but were shocked when the practitioner showed them the planet 'earth'. The practitioner then began setting the activity up by inflating a balloon, accessing glue pots and brushes with different coloured paper that represented the 'moon' as the Rainbow room children created two of their own versions of the moon. This provided the children with the opportunity and access to **explore materials with different properties**. During the activity, the children put their aprons on and grabbed a brush, they used their **dominant hands** to add glue to the balloon as they used the other to hold the balloon



down, once there was enough glue, they began sticking onto the paper. They used great teamwork and shared amazingly. The practitioner asked, “do we see the moon?” Delia said “yes at night time” whilst Gene began talking about the colour as they begin to **develop conversation, often jumping from topic to topic.**

Bonus classes

Tiny Mites

Rainbow room enjoyed singing songs with Sunshine room for their Tiny mites class this week. The practitioner asked the children “Can we sit in a circle and get ready for tiny mites?” The children showed that they’re able to **understand simple instructions**, as Delia said with happiness “Where’s the lady”, a second later Dylan and Ziggy began waving at Janine the class teacher as they spotted her walking in. Janine handed the children plates to imitate a steering wheel which shows great **manipulation and control**. Ziggy held a big blue plate, he began showing his friends as he was turning it around using both his hands and smiling, this helped Lowen come out of his comfort zone as he is very shy to stand up, however after watching Ziggy he began dancing with friends building **create friendships** with one another. Janine then held up a kangaroo puppet with one finger, Lowen moved closer to touch the animals, sharing laughter with his friends and practitioners.



Sunshine Room

Welcome Dylan to Sunshine room

Chinese New Year

Due to the west Asian celebration; Chinese New Year on the 4th February, we have been looking at Chinese New Year as our main theme for one week. We explored various symbolic items and objects from the Chinese culture, including chopsticks, beautifully printed hand fans and Chinese calendars.



2022 is the year of the Tiger so, we have been engaging in lots of activities based around this very significant animal, amongst exploring other symbols and traditional decorations too.

Communication and Language: Understanding – Painting Tigers

To support our children to **understand simple sentences and instructions**, we implemented a painting activity, in which we painted our own interpretation of tigers as the tiger is this year’s featured animal in the West Asian celebration of Chinese New Year. The children practised **holding paintbrushes with a palmar grasp and made random movements that left marks** on their paper plates.



Most of the children showed preference and used their right hand to hold the brushes.

One of the toddlers dropped their brush on the floor, a practitioner said; "oh no" showing, listening and understanding as the phrase was repeated. To support the children to make links and to encourage them to understand the concept of the activity, they were shown a picture book with illustrated pictures of a tiger which we used as a visual prompt, often referring back to the pictures, pointing to the tiger and using the single word; "Tiger" to continuously remind the children of what they're being encouraged to paint.

Expressive Arts and Design: Creating with materials - Chinese Lanterns



To encourage baby room children to explore and create using various media and materials, Sunshine room children were supported to make Chinese lanterns in line with our Chinese New Year theme. The children were shown a lantern from the interest table as a visual and a practitioner used keywords such as "Chinese New Year, lantern, red, yellow, purple" to prompt the children to understand the concept of the activity.

We began with glue & brushes which Luca, Flynn and Soul used to spread on their paper with adult support and at the same time the practitioner encouraged the babies Maya, Marley and Juliet to tear up the colourful tissue papers which they seemed to enjoy using their fine motor skills and

hand-eye coordination. They then began to think of their own ways of approaching this task and placed the strips of tissue paper onto their own individual papers. The practitioner often referred to the lantern that we were using as a visual and used single words such as "wow, stick, Lantern", "Light", "paper", etc, to describe and identify the various items involved in this activity.

To further extend our children's interests in shapes and colours, we implemented a week of exploring shapes and all the different ways we can use and explore them. We made patterns by placing different shapes together, learnt the names of the shapes and described their features using single words such as; "Round" and "Pointy" Stacks objects using flat surfaces' Responds to changes of shape' Attempts, sometimes successfully, to match shapes with spaces on inset puzzles.



Shapes

Expressive Arts and Design - Creating with materials - Making and decorating salt dough bowls



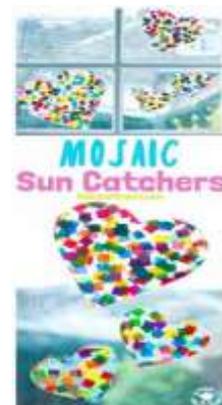
To encourage our children to enjoy messy play and to support them to learn and **use their independent skills**, we made salt dough using plain flour, salt and water. We began by pouring each ingredient into a large mixing bowl, **using single words** to name and label each material as we put them into the bowl. The children **concentrated intently on this activity**, gazing at each ingredient as they're presented to them and observed the practitioner as they pour each ingredient into the bowl.

Some of the babies pointed to the various ingredients and resources, picking up some of the tools, **thinking of new ideas and exploring ways to use them**; tapping them on the table, turning their individual bowls over and tapping them like drums

and even attempting to mix the ingredients together in the bowl.

Once baked, the children came back to these small dishes and decorated them, using shaped sequins and shaped paper clippings. They used PVA glue to make the surface sticky, then **using their thumb and finger**, they picked up the shapes to transfer them to the dishes. Some children thought of a new method to pick up the very small sequins; using their index fingers, they pressed down on top of the shapes to pick them up and then transfer them, pressing them down onto the salt dough dishes. The toddlers were encouraged **to use single words** to name and label the shapes they saw, repeating after a practitioner; "Square", "Circle" and attempting to say "Triangle". The younger babies **babbled and made sounds** when engaging in the activity, often making eye contact with the practitioner as though communicating their interest and joy from this activity, exchanging smiles.

Personal Development: Moving and Handling – Making Sun Catchers



To extend our **exploration of shapes and patterns** we encouraged the children to stick various coloured shape paper clippings and shaped sequins onto a PVC plastic sheet.

The children were shown how to spread PVA glue onto the PVC plastic sheet using paintbrushes and **holding their paintbrushes with a palmar grasp**. The children showed similar **preferences for their dominant hand**, most of the children **using their right** while a few swapped between hands, mostly being the younger babies in Sunshine room.



The children spread the glue across the plastic and then **used their thumb and finger to pick up the small paper shapes** from a tub and transfer them onto the plastic.

The children then used their fingers to press the shapes down, securing them on the plastic, **whilst sharing their interest and joy from the activity; babbling and pointing to the shapes they see,** making noises as though trying to get the **practitioner's attention, sharing their interest in this way.**

Love week

This week we have been focussing on family love in line with Valentine's Day. As we don't teach the children about romantic love, we taught them the concept of family love between themselves and their family members such as their mother and/or father, siblings, aunties, and uncles and even love between friends.



Expressive Arts and Design: Creating with materials - Red Love Heart Salt dough

To support Sunshine room children to **explore different textures and to encourage our children with their independent skills,** we conducted a salt dough activity in which the children were prompted to help the practitioner to mix a few ingredients inside a plastic mixing bowl. The ingredients included: flour, water, and salt. They were shown each ingredient and the practitioner used the names of the ingredients as they were presented to them.

Repeating the name of the ingredients, using single words, encouraged the children to be able **to label objects by name from a group and to use these words to communicate.**

The children then explored a small amount of the salt dough, using rolling pins and shape cutters, to manipulate the dough in their desired ways. They were shown how to roll the dough and then use the cutters to stamp shapes into the dough, making different shaped dough, ready to bake in the oven.



Physical, Social and Emotional Development: Making Relationships – Spreading the love in love week

We have observed the children **showing lots of physical affection** to each other, spreading smiles and love all around. The children have been giving each other hugs after observing one baby doing so to his peers, they all began to join in and walked around the room, approaching the children, and cuddling them with their whole hearts.



Me, myself and I



As an extension of Love Week, we have been learning all about ourselves and others throughout the following week.

During Love week, we observed the children **showing particular interest in each other** and beginning to **interact through making eye contact, cuddling, and passing toys between each other.**

We have also observed the occasional

disputes over toys and some children **showing signs of frustration** with others being too close or in their personal space. So, to support our children with their various needs and interests we have been exploring our body parts, personal features and supporting our children's social skills.



Personal, Social and Emotional Development: Sense of Self-Painting Faces

To encourage our children to **make links between themselves** and others, we prompted the children to paint faces using a different tone of paints representing different skin tones and visual references including pictures of children with different skin tones and a baby doll. Throughout the activity, the children listened to the leading practitioner as they demonstrated how to make links between the baby dolls, pictures, paints, and themselves. Using pointing, **the toddlers copied** how the practitioner spoke about the pictures, pointing to the pictures and then pointing to the skin on the back of their hands and cheeks.

Using paintbrushes, **they made marks on their papers**, using tapping motions, swiping their brushes left and right and some of the older toddlers were able to **make circular motions** with their paintbrushes.



As the practitioner kept referring back to the pictures, some of the children then began to paint straight onto the pictures, as though trying to match the coloured paint to the skin tone of the children in the pictures.

Understanding the World – Hand-printing

As a method of encouraging the children to explore their hands as part of learning about our bodies, the children were encouraged to use paint to cover their hands and stamp them onto a large roll of paper. To support our children's understanding, the leading practitioner demonstrated how to dip their hands in paint and then print them onto the paper. They then copied this action and began to do the same, dipping their hands into the paint. Some children enjoyed the sensory experience of having the paint on their hands and rubbing their hands together, feeling the texture of the paint between their fingers and palms. Some of the babies used their fingers as they gradually explored the paint. Some children had their own ideas and used a paintbrush to paste the paint onto their hands and then print it onto the paper.



Bonus classes

Tiny Mites

In the morning the children participated in a Tiny mite's session, supporting their listening and attention skills and their speech and language. Janine (the tiny mite's leader) sang various songs including the opening song, the bubble song, the grand old Duke of York, "5 buzzing bees" and hickory Dickory dock, using lots of facial expressions and finger puppets. The babies listened very closely to Janine, gazing, and observing her as she sang and showed enjoyment by joining in with the actions such as clapping and flapping their arms. The children often shared their interest in the finger puppets and dolls that she used during the songs by pointing and looking at the familiar practitioners, babbling and making noises to receive their attention, as if communicating their interest with them.

During the children's second session, the babies seemed to have become more familiar with the teacher Janine, as they all sat quietly in part of the circle of children. Although some of the younger babies seemed a bit wary, standing beside the adult, watching for a while they soon got into the full swing of the session and joined in.





During this session, Janine sang the opening song, 'driving in my car', the peek-a-boo cuckoo' song and hickory, Dickory dock. She used various puppets and props including a plate to use as a steering wheel during the driving in my car song. The children, **all took part in holding the plate** as their pretend steering wheel for the driving song and they had to honk the horn on the plate by tapping the middle of the plate.



At the end of the session, **they all joined in by popping the bubbles** from the bubble machine as Janine sang the goodbye song.



Female carers' day

Fri 25th March (9am-11am)

27th Month Review

Wed 30th March 2022

Parent's Afternoon

Fri 1st April 2022

(9am to 11am, 2.00pm to 2.30pm & 5.30pm)

Easter Holidays

Last Day Thursday 7th April – Re-opens - Wed 20th April

Fri 15th - Public Holiday

Mon 18th April – Public Holiday

Tues 19th April – Inset Day

Review us

We would like to take this opportunity to thank you for choosing Rooftop Nursery as your childcare provider, we hope it has been a pleasant experience for you and your child.

We would greatly appreciate it if you could kindly, please take a moment to review our nursery so that we are able to promote our services to other parents and families.

Ottaway <https://goo.gl/maps/1sGwLz2R6nc1aAdW7>

Brook <https://goo.gl/maps/hQrp23ouxaMXy3KY8>