

January 2025

Happy Birthday!

Ayman, Ilyas,
Mikyle, Tai,
Romy,
Theodore



Welcome back and a Happy New Year!

A warm welcome back to all the children, parents, carers, and staff! We hope you had a wonderful break. Rooftop Nursery would like to wish you all a happy New Year. We hope that your new year is off to a good start.



Peep programme: Learning Together

We have started a new 6-week programme with a group of parents and children to support children's language development. This course offers the opportunity for parents to attend with their child to develop the skills to support home learning through play. Parents will be provided with:

- free resources including weekly resources to take home and use with their child
- learn new skills
- network with other parents
- upon completion of the 6-week course parents will receive a home learning pack, certificate and a £10 high street shop voucher



We are pleased to announce that we received a food rating of 5 during our recent food inspection.

We are so proud of all of our staff, especially our amazing kitchen staff who work so hard to maintain high standards.

Well done!



This scheme is operated in partnership with your local authority

FOOD HYGIENE RATING



VERY GOOD

Rooftop Nursery

Rooftop nursery

HENRY 8-Week Healthy Families Group Programme for parents & carers of children 0-5 in City and Hackney 2025.

Fernbank Children's Centre

Tuesdays 10-12:30
4th February - 1st April
1A Fountayne Rd, London N16 7EA

Lubavitch Children's Centre

Wednesdays: 9:00 - 11:00
15th January - 5th March
1 Northfield Rd, London N16 5RL

Mothers & females carers

Woodberry Down Children & Family Hub

Thursdays: 1:00 - 3:30
23rd January - 20 March
Springpark Dr, Woodberry Down, London, N4 2NP

ONLINE

Fridays: 10:00-11:15
7th February - 4th April
Google meet link sent via email

To register or find out more about our services contact us on 07519109876 or email HCSupport@henry.org.uk or scan the QR code below



We will have free crèche facilities available. All programmes will run for 8 weeks with a break for February mid term.



Introducing solid foods is the start of a whole new chapter for parents and their baby. Starting Solids workshops help get babies off to a great start.

The workshop will help parents decide:

- when their baby is ready to try solid food.
- what foods to start with.
- when their baby is hungry and when they've had enough.
- how to make mealtimes an enjoyable experience.

UPCOMING DATES:

- Ann Taylor, Thursday 16 January 1:00 - 3:00pm
- Linden, Monday 20 January 10:00am - 12:00pm
- Daubaney, Monday 27 January 1:00 - 3:00pm
- The 10 Clock Club, Monday 3 February 10:00am - 12:00pm
- Wentworth, Thursday 6 February 9:30 - 11:30am

Application for Reception deadline was 25th Jan 2025 for children born

The deadline for reception class applications for September 2025 for children born between **1 September 2020 and 31 August 2021** was **Wednesday 15 January 2025**. If you were not able to apply before the deadline, your child's application will be late and will be considered after all on time applications have been dealt with. Late applicants are also less likely to get a place at their preferred school.

Inset Day

We had inset day on Tuesday 2nd January. The training was planned according to staff training needs and collecting staff opinion on areas they felt they needed further support. This inset-day staff training included presentations by Hafiza Bhaiyat on **the Now and Next Board and Autism** and **Play delivered by.....**

A presentation was also delivered by Fiona Jones from Learning Trust and Kimberley Taylor an SLT professional from the education authority on **Wait, Watch and Communicate**.

Below are some comments made by the staff:

"I learnt about autism and how to recognise the signs of Autism".

"I learned how to support children and understanding their differences".

"I learnt about speech and language and the now and next board"

"How important it is to allow children with speech and language delay to initiate communication, give them space to feel more

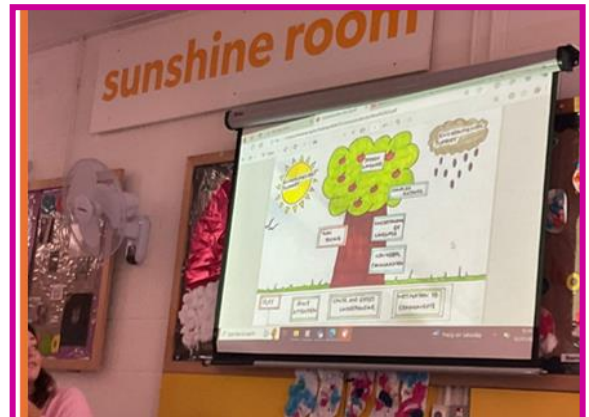
Now and next board

The session was led by Hafiza Bhaiyat, who delivered an informative presentation to support the staff on how to use Now and Next to help children with SEN/EAL. This session started with training staff on the different types of learners: visual learners, auditory learners, kinesthetic learners and reading and writing. Staff then reflected on what types of learners their children may be and tips were then provided on how to support children with the different learning types. A demonstration was then shown on how to use the now and next board alongside the now and next lanyard. Hafiza further explained the importance of using this daily as it helps the children understand the routine and know what will be happening next.



Wait, Watch and Communicate

A training on Wait, Watch and Communicate led by Kimberley Taylor, A Speech and Language Therapist. She explained the ways in which a child communicates using a diagram of a communication tree. At the bottom of the tree, we have *play* followed by *turn taking*, *speech and language*, *developmental support* and lastly *environmental support*. We saw 'wait watch and communicate' in practice from which staff were able to identify how they can effectively use this strategy with the children and the importance of waiting for the child to initiate communication whether that's in play or during an activity and then following the lead. A discussion was also held on how we can use this in our day-to-day nursery routine giving opportunities for staff to share different ideas.



Autism and play

Fiona Jones from Learning Trust delivered a detailed and informative session on Autism and play, she gave an insight on what Autism is and how to support children with Autism. During the session she went through how to identify if a child has autism through signs or patterns we may notice and explained that children who have autism are different, but they do not have a deficit



End of term cleaning

We closed early on the last day of term and did a thorough clean-up of the nursery from top to bottom. All the toys and resources were disinfected, along with the shelves, storage, office, staff room, kitchen, WC areas, play roof and decking. It was also a good opportunity to organise the nursery ready for the new term.



Policy & Procedure / Top Tip for Parents

Mobile Phone and Electronic Device Use – in line of new OFSTED requirements on electronic devices within a childcare setting.

This policy refers to all electronic devices able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones, tablets and any recording devices including smartwatches. More and more devices are technically, capable of connecting us to the outside world.

Mobile phones and other devices that accept calls, messages and video calling or that record or any spy wear.

At Roof Top Nursery we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education.

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones, smartwatches and/or fit bits during working hours.

We use mobile phones supplied by the nursery to provide a means of contact in certain circumstances, such as outings.

This policy should be used in conjunction with our online safety policy to ensure children are kept safe when using the nursery devices online.

Staff and parents must adhere to the following:

- Mobile phones/smartwatches/fitbits are either turned off or on silent and not accessed whilst on the premises where we have children.
- Mobile phones should only be used in the office, staff room whilst on premises.
- All earpieces and devices must be off before entering the nursery rooms.
- Mobile phones/smartwatches/fitbits can only be used on a designated break and then this must be away from the children.
- Mobile phones/smartwatches/fitbits should be stored safely in staff lockers or **in a handbag or designated bag area in the staff room** at all times during the hours of your working day.
- No personal device is allowed to be connected to the nursery wifi at any time.
- The use of nursery devices, such as tablets, must only be used for nursery purposes.
- The nursery devices will not have any social media or messaging apps on them.
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age appropriate and safe apps will be accessible to staff or children using them.
- Passwords / passcodes for nursery devices must not be shared or written down.

- During outings, staff will use mobile phones belonging to the nursery wherever possible. Photographs must not be taken of the children on any personal phones or any other personal information storage device. Only nursery owned devices will be used to take photographs or film videos.
- Nursery devices will not be taken home with staff and will remain secure at the setting when not in use. If a device is needed to be taken home due to unforeseen circumstances, then the person taking this device home must ensure it is securely stored and not accessed by another other individual and returned to nursery as soon as practically possible.

Parents' and visitors' use of mobile phones and smartwatches

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, to ensure the safety and welfare of children in our care and share information about the child's day. However, parents and visitors are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children.

If you are found to be using your phone inside the nursery premises you will be asked to finish the call or take the call outside.

We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child.

Visitors are requested to leave their mobile phones or smart watches in the safety of the office where they will be locked away safely.

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, and hats.
- ✓ **If your child is going to be absent or late arrive after 9.30 am** Please call the office between **9.00 am to 9.30 am** to inform us of any absences or late arrivals.
- ✓ **Breakfast is from 8.05 until 8.50 am.** If you wish for your child to have breakfast, please arrive before 8.45 am.
- ✓ Please store buggies in an orderly fashion, do not obstruct the pathways. Please support us by **folding your buggies.**
- ✓ **Pick-up times:** Flexible pick-up time is from 3.30 pm to 5.45 pm Can parents please ensure you are here to pick your child up latest by 5.45 pm, 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 throughout the day.
- ✓ **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 everyone of events and updates. If you have not been receiving any emails, then please get in touch. Email: office@rooftop-nursery.com

- **Tapestry:** If you need support accessing Tapestry, please contact 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 get your little ones off to a great start.

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

Having a HENRY Buddy - someone who will keep in regular contact with you, providing 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>



☀️ **Getting Healthy Start**
FREE vitamins ☀️

Good nutrition in pregnancy and early childhood leads to better health, but it's difficult to get all the nutrients and vitamins you need, even if you eat a healthy balanced diet. Health experts recommend **Healthy Start vitamins** to make sure that you and your children get the important vitamins needed for supporting bone development.

- **Women who are pregnant and 1 year postnatal**, can receive multivitamins formulated especially for pregnancy and motherhood, containing the recommended daily dose of folic acid and vitamins C and D.
- **Children from birth until their fourth birthday** can receive drops for babies and children, containing vitamin A, C and D.

In City and Hackney, pregnant women, new mums (1 year postnatally) and children up to their 4th birthday can access free bottles of Healthy Start vitamins.

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
Yoga	Rainbow & Star	Tuesday or Thursday (Fortnightly 10:15-11-15)

REMINDER



Settling in

We welcomed the children as they came back from their winter holiday and the practitioners focused on settling the children and becoming familiar with the nursery routine. The practitioners supported children's play by setting up interest-based play and making the children feel secure and comfortable. We also revisited the theme of winter and focused on winter activities such as ice play, reading books about winter, and craft activities such as making polar bears and winter collages.



Winter collage

Expressive arts and design – Creating with materials

The children participated in making a winter collage to explore and experiment using different materials such as twigs, paint, glitter, tissue paper, and glue. The children made their collages in small groups and the children who showed interest were Teddy, Siena, Leif, Lia, Juliet, Maya and Leo. The practitioner first spoke to the children about winter and showed the children a book, talking about the changes in the weather such as cold and snow, and spoke about winter animals and also what happens during this season. Props were placed on the table for the children to have a better understanding of how to make their winter collages. The children were given the opportunity to use their imagination, [increasing their knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking](#). The children showed independence in spreading their glue onto their cards and then selecting their own choice of materials to stick onto their cards. They picked up some tissue paper and pulled it apart using their fine motor skills and once they had stuck the tissue paper, they used the other resources such as twigs, paint and glitter.



Ice play

Physical development – Moving and handling

The children participated in ice play and the children who showed interest were, Brinelle, Juliet, Nell, Zephaniah, Lia, Mia, Mikyle, and Leo. They were provided with a large tray with some ice cubes and the children gathered around the table to explore the ice. This was a great way to engage in active exploration using all the senses as the children felt the ice with their hands, and some children rubbed the ice on their arms and faces. The children described how the ice felt and said it felt “cold”. They were asked what was happening to the ice as they observed the ice melting. Teddy responded, “It turned into water”. The practitioner explained to the children that ice is made from water and when it is placed in the freezer the water turns into ice, [talking about how things work and developing an understanding of change that may be reversed, e.g. melting ice.](#)

The children were provided with a wooden hammer and had fun hitting the ice trying to smash it and it was an enjoyable way to support their emotional and behavioural regulation. Ice play gives the children the opportunity to manipulate ice and water, building up their fine motor skills.



Through ice play, the children learnt different scientific concepts: temperature (hot or cold) and changing texture (from liquid to solid and back again).

As the children enjoyed playing with ice, the ice eventually melted so the practitioner supported the children's interest further through sensory exploration and provided corn flour play with some cars. We continued providing ice play for the children with winter animals to extend the children's learning further.

Box of feelings

Personal, social and emotional development – Understanding emotions

We continued to support the children's emotional needs on the first week of settling following their winter holiday. The children took part in a short **Box of Feelings** session. Mia, Teddy, Idris,



Juliet, Siena, Mikyle, Maya, and Ihsaan participated in this session. The children

were asked how they were feeling and most children replied, "Happy" so we concentrated on that emotion. The practitioner showed an emotion card to the children while she read out the scenario. The card was about some children getting ready for a carnival, wearing different masks. The practitioner asked the children how the children in the picture were feeling. Idris replied "Happy". When the practitioner asked, 'How can you tell?'. Siena replied, "Because they had their arms up and smiling".



The children were able to [talk about how others might be feeling and responded according to their understanding](#). Maya said they were happy, “because they are dressing up”. The children were feeling happy to be back at nursery and expressed that they had missed playing with each other. They were able to focus on their attention and understand feelings, developing language and thinking.

Ice play with winter animals

Understanding the world

The children participated in an ice play activity again as they really enjoyed it last time. This time there were different sets of children: Eli, East, Leo, Venessa, Elyas, Nell, Mia, Lia, Maya, Siena, Juwariya, Marley and Teddy. We added winter animals and ice cubes inside a tray and this time Leo requested for a hammer as he remembered



smashing the ice with a hammer before. The practitioner mentioned the

ice was melting and turning into water, [using talk to explain what is happening and anticipate what might happen next](#) as the children started splashing the water.

They explored the ice by rubbing it around their face and arms. East was asked what shape the ice cube is, he replied, “It is a square”, then Venessa was asked what colour the ice cube is, Venessa replied, “white”. When Eli was asked how the ice feels, he replied, “It is cold” and Juwairiya added, “its slippery”. Overall, the children enjoyed this activity and observed the ice melt and change into water.



Winter

Theme: Winter Star room children continued with the winter theme and extended their learning through different winter activities. The children participated in activities such as making a snowman, painting a penguin, making snowflakes, and exploring sensory play by making DIY snow and playing with ice. The children continued to learn more about winter animals and listened to story sessions about winter





Making penguins

Expressive Art and Design



The children who took part in painting penguins were Marley, Leif, Romy, Juwairiyah, Leo, Lia, Nell, Maya and Juliet showed interest. The children were first shown a book about penguins and had visuals of penguins. The practitioner asked the children where penguins live. Marley replied, "In the cold". Leif said, "In Antarctic". When asked, what penguins eat, Maya replied, "fish" and 'what colour are penguins?' Juwairiyah replied, "black and white". Leif mentioned that penguins waddle, and he started doing the actions and some of his peers copied him and also started waddling by placing their hands down on their side. [Listens and responds to ideas expressed by others through conversation.](#)

The children then started painting as they were provided with paper plates, paint and paint brushes. The children [showed a preference for a dominant hand](#). Marley used her left hand in a pincer grip holding the paintbrush. Juliet held her brush in her left hand in a palmer grip. Leo used his right hand in a palmer grip too. When finished painting, the children placed their work onto the drying rack and when the penguins finished drying, they added eyes and a beak. After the activity, the children sat on the carpet whilst the practitioner continued to read the book about penguins.

Making DIY snow

Expressive arts and design – Being imaginative and expressive

The children participated in a sensory activity making fake snow. The items that were used to make the fake snow were foam and baking soda. The children who showed interest in this activity were Leo, Maya, Leif, Lia, Nell, Mikyle, Siena, Juwairiya, Marley, Juliet, Mia, Elyas, Leo and Teddy. All the children were sitting at the table, some shared the rectangle and square large tray, whereas other children had their individual little palettes. The children then watched the practitioner pour the baking soda and foam into all the trays and the children started mixing it all using both of their hands. Leo was excited with this activity as he smelt the foam and rubbed his hands together pretending to wash his hands. The practitioner encouraged the children to smell the foam and press their hands on the tray to leave a pattern. The children enjoyed making patterns, [explored and learned how movements can be changed](#). They added some animals to the tray to extend their play further. Overall, this activity encouraged messy play using different ingredients to explore textures using their senses such as smell.



Theme: Oral hygiene/Beauty



The children participated in an oral hygiene theme to understand the importance of hygiene. We also touched on beauty as the children have shown interest towards beauty such as doing each other's hair during free play, dressing up and coming into nursery with lip balms. They participated in activities such as brushing dentures, making dental slime, and washing doll's hair. These activities supported the children to develop good habits that can last a lifetime.

Brushing dentures

Communication and Language – Speaking

The children engaged in a brushing activity. They brushed dentures using toothbrushes and toothpaste and Siena, Teddy, East, Nell, Marley and Mia showed interest. The practitioner first explained to the children the importance of brushing our teeth; it helps prevent tooth decay, gum disease, and other dental problems. The children were able to **show some understanding that good practices such as oral hygiene can contribute to good health.**

Each child then picked up a toothbrush and a toothpaste. Marley squeezed out the toothpaste, she mentioned that she only puts a pea-sized amount on her toothbrush. The children brushed the dentures with the toothbrushes and the practitioner showed them how to brush all corners of the teeth and gums. Teddy and East mentioned that they brush their teeth at home in the morning, **beginning to use complex sentences to link to their thoughts.** The practitioner then took the children into the bathroom to practice brushing their teeth in the mirror. The practitioner then sang the children a song, *'This is the way we brush our teeth, brush our teeth (x3) early in the morning'*.

Making toothpaste slime

Expressive Art and Design – Creating with materials

Star room children made dental slime. The children who took part in the activity were Mikyle, Marley, Lia, Juwariya, Siena, Teddy, Leif, Juliet, Brinelle and Maya. They started the activity with Marley pouring the PVA glue into the tray and Teddy, Siena and Maya squeezed the toothpaste into the tray and added some glitter.



The children then used their hands to mix everything and enjoyed making the dental slime, **developing their ideas through experimentation to express and communicate their discoveries and understanding.** During the activity, the practitioner asked the children if they were having fun and Marley responded, "It is very fun". The practitioner then asked the children what the texture felt like, and they replied, "It feels slimy". Siena was using tapping motions to make patterns with the slime. Overall, all the children enjoyed the activity and were engrossed for a long period of time as they enjoyed messy and sensory play.

Rainbow Room

Settling in/Winter

WELCOME
BACK



During the first week back of the New Year, the theme was settling the children in and winter as the children returned from their winter holiday. The activities the children participated in included mark-making about their holidays, Write Dance, making snowflakes, snowman crafts, and creating white playdough with herbs, and truck wheel printing. They also explored a winter sensory bin, took part in a Show and Tell by bringing their favourite toy from home, made paper plate winter hats, enjoyed a parachute game, practiced yoga, and participated in the Box of Feelings activity. Through these activities, the children learned to express their creativity, develop fine and gross motor skills, explore emotions, enhance social skills through sharing and taking turns, and build awareness of winter themes and sensory experiences.

Write Dance

Communication and Language: Listening and attention

Personal, Social and Emotional Development: Making relationships



Upon returning from our winter holiday, the activities were made simple and fun to help the children settle in and prepare for the following week. As it was a Friday and there were fewer children present, the children who participated were in Star, Rainbow, and Sunshine room combined for a morning activity called Write Dance. The practitioner placed a large piece of paper on the floor and taped it down to prevent it from moving. The children were given the option to choose from a variety of coloured crayons placed next to the paper.

Tai, Jasper, Lia and Eli sang "The Wheels on the Bus Go Round and Round" while drawing circles across the paper. The children, **enjoying the rhymes, demonstrated listening skills by trying to join in with actions and vocalisations**, showing their engagement in the activity. The practitioner also incorporated additional movements to encourage physical development. From room, only Mae was present. Initially observing, Mae soon joined in, reaching crayon with her right hand, and moved to the paper alongside her peers, making marks. Throughout the activity, the **asserted their own ideas and preferences choosing which colours to use and took of other people's responses** as they observed their peers' drawings. Overall, activity was an excellent way to enhance children's development while providing a relaxed environment to help them settle in the break.



baby
for a
closer
circular
children
by
notice
this
the
fun and
after

Making snowflakes

Understanding the world: The world

Expressive arts and design: Being imaginative and expressive

Jasper, Galad, Sophia, and Rafael eagerly gathered around the craft table, ready to decorate snowflakes with cotton wool and silver glitter. Each child had their own paper snowflake, and their faces lit up with excitement as they dipped their fingers into the soft, fluffy cotton wool. The practitioner first demonstrated how to carry out the activity, showing the children how to spread glue on their snowflakes and stick the cotton wool. Jasper carefully placed small tufts of cotton wool onto his snowflakes, concentrating hard as he arranged them just right. Galad, full of energy, enthusiastically pressed the cotton wool down, giggling as it stuck to his fingers. At one point, he used too much glue on his snowflake and exclaimed, "Glue sticky!".



Tai worked methodically, sprinkling silver glitter over his snowflake with precision, watching his peers and imitating their actions. Sophia delicately patted her cotton wool into place, her eyes wide with wonder as she added a generous pinch of glitter, creating a shimmering piece. Rafael, delighted in the tactile experience, squished the cotton wool in his hands before sticking it onto his snowflake. Throughout the activity, the children **noticed detailed features of objects in their environment**, such as the texture of the cotton wool and the sparkle of the glitter. They **also held mark-making tools with their thumb and all fingers**, showing their fine motor development as they used crayons and glitter to decorate their snowflakes.

Additionally, the children **noticed what other children and adults do, mirroring what is observed, adding variations, and then doing it spontaneously**, as they watched one another's actions, such as using different amounts of glue or glitter, and adapted these actions to suit their own creations. The children had visuals of snowflakes available to help them understand the activity, inspiring their creativity and engagement.



Make Playdough with Herbs

Personal, Social and Emotional Development: Sense of self

Tai, Jasper, Iris, Sophia, Paloma, Solomon and Amaru participated in an activity of making playdough with herbs in which they had to do everything independently. The children have been showing immense interest with playdough and were excited to carry out this activity.



The practitioner asked the children to go get aprons and put them on. The children independently took the aprons and brought them over, though some asked the practitioner for help. Jasper put his apron on independently! Each child took a bowl and a spoon. The practitioner asked them to take two spoons of flour. Jasper took three spoons of flour instead of two. Sophia commented, "We need water." The practitioner gave oil to all the children. Using their fine motor skills, they mixed the flour, oil, salt, and water. The children **showed a sense of autonomy through asserting their ideas and preferences and making choices and decisions**, such as choosing how much flour to take, when to ask for help, and offering ideas like Sophia's suggestion to add water. The practitioner gave coriander to the children to smell and break into small pieces. Sophia and Tai liked the smell, while Iris wasn't as fascinated by it. The children used their senses to smell and touch all the ingredients and added the coriander to their playdough. Ibrahim and Jasper returned to the playdough throughout the morning, showing sustained interest in the activity.



Once the playdough was formed, Jasper got himself a rolling pin. All the other children saw him and followed his lead, walking over to help themselves to rolling pins and cutters. Solomon said he wanted to make a pizza, whilst trying his best to roll down the dough. Iris was flattening using the tip of her fingers and adding small leaves of coriander on top. The children **explored capacity by selecting, filling, and emptying containers** as they measured flour, poured oil, and mixed the ingredients in bowls. The children were fully engaged in this activity independently, using their fine motor skills. They showed a high level of engagement with the playdough, continuing to hold and play with it even during circle time.

Winter Continued

The children explored the winter season through various creative and engaging activities. They enjoyed fork-painting snowflakes, making handprint polar bears, crafting winter collages, painting winter trees, and participating in a winter scavenger hunt to discover seasonal elements. These hands-on experiences supported their creativity, fine motor skills, and understanding of the winter season. The children also participated in a bonus French class, where they were introduced to new words and phrases in a fun and interactive way, enhancing their language development. Additionally, they took part in a calming yoga session, practicing relaxing poses that improved their focus, balance, and mindfulness.

Show and Tell

Personal, Social and Emotional Development: Making relationships

Communication and Language: Understanding

The children were asked to bring their favourite toys from home. Zenaiya brought a fish toy and showed it to her





peers. When the practitioner asked, "What's that?" she replied, "Mummy shark." Lillian and Iris were fascinated with Zenaiya's toy and eagerly watched as she shared it with her friends. The children **sought out companionship with both adults and other children, sharing their experiences and play ideas**. Jasper brought a car and said, "The car has wheels." He showed it to his peers and shared it by giving it to Galad to play with. Paloma came wearing a Christmas jumper. She showed it to the practitioner, who said, "Look, everyone! Paloma has a gingerbread man on her top." Paloma allowed Sophia to feel the texture of her jumper. Solomon said, "I have a train,

car, and plane on my leggings." Meanwhile, Alfie and Tai sat in a group, engaged with books, flipping pages, and talking with each other. The children **identified action words by following simple instructions, such as sharing toys and interacting during their play**, which helped them strengthen their communication skills.

Handprint Polar Bear

Understanding the world: The world



Jasper, Sophia, Ibraheem, and Tai took part in making handprint polar bears. The materials used included white paint and a brush to paint their hands and create prints on paper. The practitioner demonstrated how to paint their hands by spreading the paint with a brush and then showed them how to press their hands onto



the paper to make a print.

During the activity, the children discussed where polar bears live and talked about their habitat, mentioning that it is cold, with ice and snow, while noticing **detailed features of objects in their environment**. The children showed a lot of interest in the activity. They enjoyed dipping their fingers and the animal figures into the paint, using them as tools for mark-making. Instead of focusing solely on making a handprint for the polar bear, they also explored free-flow play and experimented with painting directly onto the paper. The children **used the brush and other tools for a purpose** as they carefully created their handprints and explored different ways to make marks and **the sensory experience of making marks**. Jasper, Sophia, and Tai listened to and followed the instructions provided by the



practitioner, carefully creating their handprint polar bears. This activity helped the children develop fine motor skills, explore creativity, and gain knowledge about polar bears and their environment.

Making snow

Physical Development: Moving and handling

Tai, Amaru, Iris, Jasper, Lillian, Sophia, Paloma, and Ibraheem took part in an engaging activity to make snow using flour, oil, and white paint. The practitioner modelled how to mix the ingredients by rubbing the oil, flour, and paint together with their hands. Each child took turns pouring the flour and paint into the bowl. Once the mixture was ready, the practitioner spread it into a tray for the children to explore and mix. Amaru excitedly exclaimed, "Look, snow!" while Tai began singing, "Jingle bells, jingle bells." Inspired by Tai, all the children joined in and sang the "Jingle Bells" song together. They used their fine motor skills to pick up and play with the snow, with Sophia and Jasper demonstrating their tripod grip by carefully picking up the snow and placing it into their other hand. The children **started to show preference for their dominant hand** as they engaged in the activity, with some showing more control with one hand.

Winter-themed elements, such as trees and animals, were added to the snow for imaginative play. Tai used his dominant hand to hold a reindeer, pretending to make it walk through the snow. The children **played alongside others who were engaged in the same theme**, exploring their ideas while being part of a shared activity. They **enjoyed playing alone, alongside, and with others, inviting peers to play and attempting to join in with each other's play**. Meanwhile, Iris, Paloma, and Lillian engaged in mark-making with their hands, exploring the snow's texture. Solomon and Alfie observed their peers as they participated in the activity, while Solomon continuously sang the 'Jingle Bells' song. Through this activity, the children enhanced their fine motor skills, practiced turn-taking, engaged in imaginative play, and explored sensory experiences while learning about winter and its elements.



Painting Winter Tree

Personal, Social and Emotional Development: Making relationships

Literacy: Writing

The practitioner created an activity inspired by a tree from our winter-themed display. Using paper, paintbrushes, and brown paint, the children were encouraged to observe the tree closely. The practitioner described how the trunk is brown, the branches are brown, and there is white snow on the tree, inviting the children to recreate what they observed. The children got the aprons from their designated spot and put them on independently. After putting on their aprons, they rolled up their sleeves and eagerly began painting. They demonstrated [playing alone, alongside and with others, inviting others to play and attempting to join others' play](#) as they engaged in the painting activity, sharing ideas and observing one another's work.

The children enjoyed the sensory experience of making marks as they explored the texture of the paint and the movement of their brushes across the paper. As they painted, they began to [distinguish between the different marks they made](#), recognising how varied brushstrokes and motions created unique patterns and textures. Tai painted in a circular motion using his dominant hand, demonstrating control. Amaru chose to use two brushes, one in each hand, demonstrating coordination and fine motor skills. Iris held the paintbrush in her right hand with a palmar grip while pressing the brush onto the paper with her left hand to create her painting. Zenaiya painted vertical lines to represent tree trunks, while Sophia also made small vertical lines, fully engaged and enjoying the activity. Lillian used a tripod grip to transfer paint to her white canvas, repeating this process many times as she explored and refined her painting technique. Through painting, children develop creativity, fine motor skills, self-expression, and focus while exploring colours, textures, and various techniques.

Transport

The children explored the theme of transportation through a variety of creative and engaging activities that supported their creativity, fine motor skills, and understanding of the theme. The activities included sand and truck play, creative movement with foam and cars, tactile train tracks play, sponge painting trains and other transport-inspired fun, which encouraged their interest in cars, trains, planes, and more. In addition to these activities, the children participated in a bonus yoga class, practicing calming poses that improved their focus, balance, and mindfulness. As part of their daily routine, the children took part in interventions such as turn-taking games and exploring a calming basket to help them manage their emotions. These experiences supported their emotional well-being and encouraged self-regulation throughout the day.



Sand And Truck Play

Expressive arts and design: Being imaginative & expressive



Ibraheem, Ilyas, Sophia, Galad, Jasper, Tai, and Alfie took part in sand play with garages, trucks, and cars. The children, fascinated by cars, have been bringing some from home while also enjoying the cars at nursery. To further enhance their interest in vehicles and transportation, we plan to explore different modes of transport, such as planes, trains, buses, and more, and learn how they work. Through this activity, the children used everyday materials to explore, understand, and represent their world – their ideas, interests, and fascinations. As the practitioner added sand to the tuff spot, Jasper said, “We have sand.” Tai added,

“I like sand, yay!” The practitioner then said, “This is our construction site, and we need to build some walls.” Jasper responded, “I need to park my car.” Ilyas used his tripod grip to pick up sand, feeling its texture by rubbing it between his fingers. Galad and Sophia worked together, moving sand to one side and piling it up. Ibraheem was making marks in the sand with a fire engine, while Tai pressed the sand with a stone, using his hand-eye coordination. The children also used gestures and body language to convey their needs and interests, supporting their emerging verbal language as they communicated and collaborated. These activities allowed the children to explore the texture of the sand, enhancing their creativity and helping them develop teamwork and fine motor skills.

Tactile Train Tracks Play

Personal, Social and Emotional Development: Sense of self



Tai, Solomon, Paloma, Jasper, Sophia, Galad, and Amaru participated in a tactile train track play activity. The practitioner provided a tuff spot filled with pasta, lentils, spaghetti, logs, leaves, cars, trucks, and train tracks. The children were encouraged to help build the tracks. By being involved in the task of building the tracks, the children enjoyed a sense of belonging through being involved in daily tasks.

Galad, Solomon, and Paloma eagerly worked together, demonstrating hand-eye coordination as they connected the track pieces. Tai took a

train out of the box and placed it on the track. As he moved the carriage along, he made enthusiastic “choo choo” sounds, mimicking a train. They matched parts of objects that fit together, such as joining the track pieces. Paloma and Galad used both hands to join the tracks, further showcasing their coordination skills. Jasper enjoyed playing with his car, using his



dominant hand to guide it across materials like pasta, spaghetti, and red kidney beans. Amaru was deeply engaged, exploring the sensory textures in the tuff spot.

At one point, Tai started to sing 'Wheels on the Bus' and encouraged his peers to join him, using their lovely loud voices, they sang the song in rhythm, while remembering the words of the song. Tai, Galad, Ibraheem also used their vehicles to action the words of the songs in the tactile resources, leaving different prints and marks. The activity kept the children engrossed for an extended time, encouraging teamwork, creativity, fine motor skills, and sensory exploration.

Sunshine Room

WELCOME
BACK

Happy New Year!

Settling in

During the first week back in the New Year, we supported the children to settle back into the nursery after the holidays by getting them familiar with the room routine and creating activities for them to socialise with their peers and practitioners such as making play dough together, drawing pictures of their holidays, doing Write Dance and playing fun games such as using the parachute and what's in the bag. Sunshine room children all settled in well and were happy to see their peers and practitioners back as they confidently and independently joined in with their key persons.

Mark making about our holidays – **CL/ speaking & Understanding of the world**

Sunshine room children enjoyed exploring and discussing their holiday with the practitioner. The practitioner set up the table with boats, cars, aeroplanes, crayons and paper to support the children in using their imagination to draw or make lines on paper. Syra, Mae, Zachariah, Salah and Sylvie were all happy to take part in the mark-making session as they joined the practitioner around the table to have a turn to explore the vehicles and try their best to draw something about their holiday. This reminded those who may have been on an aeroplane over the holidays or used a bus to travel around.



Mae said, "Mae's car", while playing with the cars as she **used different types of everyday words**. Sylvie was happy and holding the crayons in both hands and trying to make some lines on the paper



without the support of the practitioner. Salah was happy to have a turn as he came around the table when all his peers left, he was able to choose his crayons and then draw an aeroplane. Syra was trying to draw a boat and then she went to her key person and said, "Syra helmet". Syra and her key person continued their conversation, [able to talk about people and things that are not present](#). Zachariah also enjoyed exploring and making marks on the paper while the practitioner supported him in naming the colours of the crayons. This activity supported the children with their social, imagination and communication skills as they were able to recall while drawing what they experienced from the past.

Parachute play – PSED/sense of self & PD/moving and handling

Sunshine room children enjoyed taking part in the parachute games with the practitioner, they [were able to follow instructions](#) such as holding the parachute and using both



hands to shake the parachute as hard as they could. Syra, Zachariah, Salah, and Sa'ad were super excited, they went under the parachute and looked at the

colours with big smiles on their faces. The practitioner started by singing the "Under the Sea song" and the children sat under the parachute using their imagination to pretend to be under the sea. Zachariah was excited as he couldn't stop laughing and screaming. Salah and Sa'ad were also happy to feel the texture of the

parachute in their hands, while Syra was more excited about exploring the different holes in the parachute all showing [growing self-confidence through playing freely and with involvement](#). Mae, Sylvie and Salma were more interested and happier to watch their peers exploring and having fun but to encourage them to engage in the activity the practitioner also played a song game that all the children enjoyed taking part in which was "The Sleeping Bunny". All the children then enjoyed jumping and hopping while singing the song at the same time. This activity supported the children with their social skills and following the practitioner's lead and they



were able to [move their whole body to sounds they enjoy, such as music or a regular beat](#).



Heuristic play – Understanding the world

Sunshine room children enjoyed exploring with heuristic play. The practitioner set up different materials and everyday items to encourage imaginative play [and to explore and experiment](#)

with an increasing range of media and movement through multi-sensory exploration and expression. Sa'ad, Salah, Mae, and Sylvie were excited to explore the items without the help of the practitioner. Mae said "wow" as she walked into the room and saw the setup. She enjoyed exploring with the coffee tins, and the boxes as she opened and closed them, she found the small containers which she also liked opening and closing.

Sa'ad and Salah were also very interested and explored all the items. They explored objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. Salah first noticed the coffee tin, then the water flask and he put it to his mouth, he sat down and explored the boxes attempting to open them, he felt the bowl in front of him and then got up to go around and pick up the glass case, he smiled as though he recognised it and then managed to open it and matched parts of objects that fit together. Sa'ad explored the different boxes opening and closing them, then he found a gift bag which he opened with the help of the practitioner, and he placed the tins and boxes inside. He also showed interest in the glass case.

Ayaan was settling in, and he showed some interest as the key person showed him some of the different boxes and containers, he engaged with a cylinder tube and tapped it on the bowl making noises like a drum.

Sylvie crawled her way close to the set-up as she picked up items on her way towards it. She explored some of the boxes curiously turning, flipping and opening them.



Winter

Making Snowflakes – EAD: creating with materials

Sunshine room children learnt about the winter season through crafty activities. They enjoyed making lovely snowflakes using paper, glue, glue stick, white glitter and cotton wool. Mae, Syra, Corto, Ayaan, Salma and Sylvie were all excited to have a turn to hold and spread the glue on the white paper first and then they used both hands to spread the cotton wool and stick them on the paper. They noticed and become interested in the transformative effect of their action on materials and resources. Corto was excited to feel the texture of the cotton wool on both his



hands and while he was exploring, Corto was smiling at the practitioner. Syra used her left hand to spread the glue and used her right hand to stick the cotton wool on the paper. Sylvie was more interested in exploring the glue as she used her little finger to feel the texture in her hands. Mae, Salma and Syra did well in spreading the glue on the paper and making the snowflakes. To support the children's learning and development the practitioner used paper snowflakes as an object of reference and to create their own. It was a creative way to learn about nature and

seasons!

To further support sunshine room children learning about the winter season, we introduced animals that live in the cold winter weather through our focus story book called 'Say Hello to the Snowy Animals' and this included polar bears, winter hares, penguins, seals, snow owls and many more. The practitioner supported their learning by carrying out activities such as making snow, ice play, scavenger hunt, what's in the bag, and story sessions.



Winter hare Scavenger hunt - PD/Moving and Handling

Sunshine room children participated in a winter animal scavenger hunt using one animal from the story which was the winter hare. We placed all the white hares and rabbits around the room for the children to find to support their gross motor skills, and cognitive development. Mae, Salma, Zachariah took part in this activity.



Salma enjoyed the activity, as soon as the practitioner showed her what to do, she was able to pick it up quickly and started to walk and even run a short distance around the room independently to find the winter hares demonstrating [security in walking upright using feet alternately and running short distances](#). When she found a winter hare, she picked it up with her right hand and raised it in the air indicating



that she found the bunny and gave it to the practitioner. She managed to find most of them and even helped her peers to find their winter hare.

Mae enjoyed the activity, at first she was watching her peers find the winter hare then the practitioner supported her to join by helping her find some of the bunnies, after a little guidance, Mae started to go around the room with her peers to find them, she found one in the home corner and reached for it with her right hand, [showing preference in a dominant hand](#). Zachariah was encouraged to join in and find some, he looked around the room for a little bit then found one sitting on the gate, he took it with his left hand and gave it to the practitioner with a smile.

Bonus classes

Yoga – Physical Development/Moving and Handling

Sunshine room children participated in a calm and soothing yoga session using small rugs, yoga music and sensory lights.

As the practitioner was setting up the area Syra went to the practitioner's side trying to carry the mats to help the



practitioner set up, she took the mats one by one and piled them on the floor and when she was done, she looked at the practitioner with a big smile and said “finish”. Syra, Mae, Ayaan, Sylvie, Noah and Matteo took part. Syra enjoyed the activity and was following all the positions that the practitioner modelled, **watching, following and imitating**. She raised her hands up and said “up”, and while touching her toes she said “toes” **using single words to communicate her interest**.



Mae observed her peers and practitioner closely before following their moves. Mae was able to balance on one foot with the help of the practitioner. Matteo participated when the group was lying down on the floor to look at the light above, he went next to his peers and layed down with them while pointing at the coloured light that he saw. Noah joined in while holding his red bus, he did the frog pose and as he moved forward, he had the red bus guiding him forward, demonstrating the **ability to adapt behaviour and increase participation and co-operation as he becomes familiar with and anticipates routine**.

Yoga

Physical development – Health and self-care

Rainbow and Star room children participated in a yoga session. Rainbow Room had their session first and the children who took part were Lillian, Alfie, Solomon, Sophia, Amaru, Paloma and Tai. Juwairiya, Siena, Juliet, Marley, Mikyle, Lia, Nell, Marley, Teddy, Leif and Mia participated from Star room. They started the session by introducing themselves and saying their names. The yoga teacher Keisha showed the children a pink bear with a zodiac sign and said it resembled dreams. Then, the teacher asked the children to touch their forehead (Shakra) and third eye and think of nice thoughts and wishes. Keisha then passed a feather around modelled breathing in from their noses and then blowing out onto the feather. The children practised breathing in and out, pretending it was magic, and passing the feathers around to each other.



They then practised different poses using their imagination and pretended to make a cake. Keisha asked the children what ingredients we needed to make a cake, and the children replied flour. She asked the children to stretch their arms up high whilst sitting and pretend to reach for the flour in the cupboard. The children said eggs, and Keisha pretended to crack them and then stir them using their feet instead of their hands. Next was butter and Juliet said chocolate and again used their legs to mix the ingredients and then used their elbow to stir. Keisha asked the children if they

remembered some of the poses such as the camel pose, where they pushed their hips forward and held their feet while trying to reach back. To end the session, the children used colourful scarves and waved their scarves pretending to spread magic whilst playing a song about magic.



French

Communication and Language: Listening and attention

Iris, Ibraheem, Sophia, Alfie, Amaru, Tai, Jasper, Rafael, Paloma, Galad, Solomon, and Noah, who joined briefly from Sunshine Room as part of his transition period, enjoyed a fun French session with Debbie, their French teacher.

Debbie started by introducing her new fish friend and greeting everyone with a cheerful “Bonjour,” adding actions to ask, “How are you?” Sophia, who knows some French, happily copied Debbie’s words and movements. The children **listened to others in one-to-one or small groups, especially when the conversation interested them.** Debbie

then taught the children to introduce themselves by saying, “Je m'appelle Debbie” (my name is Debbie). She passed the fish to Sophia, who said, “Je m'appelle Sophia” and handed it to the next child. Each child had a turn to practice introducing themselves in French.

Next, Debbie brought out a large blue cloth to represent the ocean. The children placed it on the floor, sat on it, and pretended they were in the sea. After imagining being in the water, Debbie introduced the day’s theme: sea life! She showed pictures of sea animals and taught them their names in French, including *Le requin* (shark), *Le poisson* (fish), *Le crabe* (crab), *La pieuvre* (octopus), and *L'étoile de mer* (starfish). The

children also acted out the movements of the animals, making the learning interactive and fun. As the session continued, the

children **showed interest in the lives**

of people familiar to them, bouncing off Debbie’s enthusiasm and the playful activities.

Afterwards, they danced with a colourful parachute, waving it in the air with big smiles. To finish, Debbie blew bubbles while singing a goodbye song. The children were thrilled and loved chasing the bubbles. Through this engaging session, the children learned how to greet and introduce

themselves in French, along with the names of different sea animals. These French sessions will continue to be part of their bonus classes.





Parents Afternoon

Thursday 20th & Friday 21st March
(9 am to 11 am, 1 pm to 2.30 pm & 4 pm)

Open Female / Carers Day

Friday 4th April (8.30 am to 11 am) (Due to Ramadan the week after)

Easter Holiday

Last day Thursday 11th April 2025 Nursery closes at 4 pm
– Re-opens Wednesday 23rd April 2025

Fri 19th April – Public Holiday
Mon 21st April - Public Holiday
Tuesday 22nd April- Inset day

Bank Holiday

Mon 5th & 26th May

Comments/ Suggestions

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

Name (optional): _____ Date: _____

YOUR NURSERY

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