



A very Happy  
Birthday Max,  
Phoebe and Prince



## Staff Award 2022 winners

A special congratulations to Shamima & Leandra our two winners from each nursery (Leandra from Brook & Shamima from Ottaway).

Shamima has been working for Rooftop nursery for the past 17 years. She started off as an assistant and has progressed to Room Leader and Assistant Manager through her hard work and dedication. She is a highly valued member of staff and is very involved in the day-to-day running of the nursery alongside the Manager Hafiza. As a token of appreciation for the years of dedication, Hafiza has awarded a week's paid holiday which will be taken in August. Well done Shamima and enjoy the break!

Thank you to all parents who took the time out to vote. Some of the praises from t! parents were read out during the ceremony.

We also had awards for other categories such as Outstanding Staff Members, Most Indispensable role, Best achievement, Loyal staff, Best Teamwork, Most challenging role and Excellent commitment to the team.



Lily is a lovely and smiley and my child adores her personality and I think she loves her job, and this is very important for me as a parent to see this.

She is the sweetest person very kind and caring. She is very supportive and encouraging.

### Here are some amazing quotes from the parents

Lily has such an amazing bond with them when she is at the gate, she makes him laugh, she rushes to get into the nursery which is great to see he is happy to go to school. She is also an amazing teacher.

I have known Shamima for a long time, she has been consistent in her super professional attitude always reassuring, calm, on top of everything, and radiates positive energy, Shamima we love you

**Thank you to Hafiza** for treating all the staff to their token of appreciation gifts as part of the Staff award ceremony and for taking us out for a lovely meal.

*Thank You!*



# Male Carer's Day

## Parents as partners

Thank you to everyone that attended on Friday 17<sup>th</sup> June for our annual male carer's event. It was a fantastic morning; we had a great turn out of parents and carer's who had the opportunity to spend some quality time with their children and engaged in a range of fun, joined in our creative activities and met the team. There was plenty to do to keep all the carers and children busy and as always, the sports activities were a big hit. It was lovely to see all the dads, granddads, uncles and even a few mums get involved in the races as they competed against each, and we also had an amazing obstacle course which the children took part in with the help of their carers

Everyone that attended received certificates, medals, trophies, and a special gift from Hafiza.



Reminders!

**Trip update:** This year we are all going to Legoland on Friday 22nd July 2022 which has now been booked. We are pleased to let parents know there will be 145 of us attending the trip from both sites. The nursery will be closed on this day so if you will not be joining us, please arrange alternative childcare

### Our Graduation Ceremony for Star room leavers

We would like to thank all parents who attended their child's graduation on Monday 18th July and thank you to all those who brought in any food items for our party

The children really enjoyed the ceremony, party, and Mr. Sparkle entertainment on the day.

The photos from the graduation and video will be emailed to parents individually over the next couple of days if they have not been done so already.

### Parent's afternoon: Thursday 30<sup>th</sup> June and Friday 1<sup>st</sup> July

Thank you to everyone for taking the time out for our virtual parents' afternoon. These meetings are really important to stay updated with the children's progress and development.

#### 27<sup>th</sup> Month health and progress checks

Our 27-month review was held on Thursday 30<sup>th</sup> June 2022, for those children that were due Health reviews. Thank you for taking time out for this meeting.

### Here are a few parents' comments



The parents' afternoon was delivered well and clearly, touching on all the key points.

Very informative and all information was given on my child's progress.



We had our 27-month integrated review with a few of the children due their 27 month progress checks. After being unable to attend the setting due to COVID the health visitors are now able to come back onto premises to hold these reviews with the parents and key person.



## Celebrating the Queens Platinum Jubilee

The Platinum Jubilee marks Queen Elizabeth II's 70th year on the throne. An achievement Her Majesty reached on 6 February this year. The bank holiday weekend saw four days of celebrations, with events including Trooping the Colour, a Platinum Jubilee concert, a pageant, and a Service of Thanksgiving.

At Rooftop Nursery we ensured the children were involved in this special occasion as we implemented some fun arts and craft activities, dressing up, role-playing the royal family, and our very own afternoon tea party for them to take part in. This was a great opportunity to enforce the British values as part of their planned activities which also links to the EYFS curriculum. The children were able to learn and understand cultural celebrations alongside their peers and the practitioners who also got into the swing of the celebrations and dressed up in the colours of the union jack flag (Blue, red or white).

## Sunshine Room

### New Settlers

Sebastian and Vincenzo have joined our nursery in Sunshine room recently. Sabastian is 9 months old, and Vincenzo is 12 months old. They are getting used to the environment and have been settling in well. The older babies have been welcoming and were excited to meet them both.

### Queens Platinum Jubilee

As England was celebrating the Queen's Platinum Jubilee, we thought it would be a great idea to introduce this to the children by setting the room up with visuals that related to the Queen and Britain and to let the babies join in with the celebrations.



We had an afternoon picnic party with the babies to celebrate the Queen's Jubilee, we set the room up with mini-GB flags, a GB tablecloth, and all the babies dressed up in something either blue, red or white to represent the Britain flag. The babies really enjoyed dressing up and waved their little scarves in the air excitingly. To celebrate the babies had yummy afternoon tea snacks and treats to celebrate. We also played some music for the babies to enjoy, Blue Jean stood up and started to dance back and forth when the practitioner said "whoooo yay party"



## Expressive Art and Design – Creating with Materials – Crown making



To make our Queen’s Jubilee party even more special, the babies created and decorated their own crowns. We set out a variety of arts and craft materials for them to use to decorate, such as glitter, pom poms, sequins, feathers, etc. The babies really had fun with this activity as they got to feel and [explore the different materials that they were able to use](#).



They all took turns in pairs decorating their crown. Phoebe and Blue-Jean were really satisfied by the glitter shakers and glue. As the practitioner was demonstrating how to

use the glitter shakers to them, Blue-Jean kept pointing to the other shakers and was saying “more, more” using [single words](#). Marley and Luca were intrigued by the holographic pieces of paper and pom poms and kept squishing them in between their fingers [exploring texture and using their fine motor](#).



## Personal Development /moving and handling - Britain Flag Hand Printing



The babies participated in hand printing British flags as part of the week’s theme. We started off by placing a visual such as the British flag so the babies could use these as a reference. The babies each took a turn to get their hands painted [on exploring their sensory experience](#).



The practitioner painted the flag onto the babies’ hands and then followed on by printing their hands onto paper which helped them [make connections between the movement and the marks they make](#). The babies all watched very carefully as they waited patiently to have their turn. Marley and Luca were cooperative by following instructions to ensure they didn’t get

paint onto themselves, and this [shows their awareness of self and surroundings](#).

## Summer

### Nature/Greenery - Understanding the World

Considering how much the weather has been changing recently, we noticed the babies were fascinated with all the different weathers they have been experiencing, therefore we carried out a variety of activities relating to this theme.

## Creating with Materials – Leaf Printing with Green Paint - Expressive Art and Design



The babies went outside to the garden to collect different **types and sizes** of leaves to use to do leaf print painting. Marley, Luca, Phoebe and Max were happy to **explore and collect** leaves insisting to collect more even from the trees. All the babies were highly interested in this activity. Phoebe dipped the leaf in the green paint and then placed it on the paper, printing out the leaf shape, being **expressive and noticing the marks she makes**. She also put the paint all over her left hand, wanting to also do handprints **making connections between the movement and marks she makes**. Marley, Flynn, and Max also used a leaf they found interesting, they dipped it in the paint and then printed it on the paper, allowing them to continue to **explore**

**and experiment** with an increased range of **movement** through exploration and expression. Flynn used **single words** such as “green, paint” vocalising what he saw. Maya and Zephaniah observed the practitioner as they improvised the activity and they both followed on by **clapping and giggling** as they started to paint the paint all over the paper, using their **fine motor skills** with materials.



### Weather Landscape Collage

The babies also made weather landscape collages using blue sugar paper for the raindrops, cotton wool for the clouds and yellow card paper for representing the sun. Maya and Marley were invested in this activity as they got straight into putting glue all over the paper using **their right hand** while **feeling the texture** of the glue on their left hand, noticing that it was sticky. While Roxanne, Max and Phoebe **took it slow**, applying the glue generously, and ensuring that they didn't get glue everywhere. Marley and Phoebe **were combining** the cotton wool and blue sugar paper to make the clouds and raindrops, allowing themselves to **express ideas**. Flynn and Dylan were more interested in exploring the soft cotton wool, as they became curious about what it was and asked for more **by raising their hand up** and Flynn repeated: “more, more”. During this activity, Maya, Phoebe and Marley **were fascinated** with what they were creating and the **interactions** they were having with **the tools and materials, gaining confidence** with what they had created, as Maya used a **single word** “waah” as she was delighted with her piece.



## Max's Birthday party

Max turned two this month, so we celebrated his special day with his peers in Sunshine room. We prepared the room with colourful balloons and party hats for all the children to make the atmosphere more exciting.



All the babies were happy and showed joy while Max came to join Sunshine room for Pm snacks. The practitioner brought in a pancake with a candle on top, and the babies clapped and cheered, while the practitioners sang happy birthday. Max then blew out the candle together with the practitioner whilst he showed big smiles of joy. Flynn and Marley clapped and tried to join in with the singing. All the babies danced together, running around trying to catch balloons.



**Max will also be missed as he is transitioning to Rainbow room.**

## Male carers

As Father's Day and the Male carer's day in the nursery approached the babies had the opportunity to create lovely activities in preparation for the event. Therefore, we encouraged them to make a variety of things, such as card making, decorating ties, bookmarkers, and making tea light candle holders. As well as all that, we also considered the babies' interests and implemented more messy play such as sand, water, and dry food.

### Making Greeting Cards

#### Expressive Art and Design - Creating with materials

To support Sunshine room babies to [explore different materials](#) and items and to encourage them with their independent skills, we set up an activity for them to create fathers' day cards. We set out different craft materials such as feathers, glitter, sequins, tissue paper, and glue to stick it all down. There was also a male figure stencil used as a visual to support their understanding which we labelled "daddy". The babies all observed how the practitioner spread the glue and picked up the different resources to stick onto the glue, and they were [able to imitate the actions](#). The babies used their palmer grasp to hold the glue spatulas to spread the glue and [enjoy the marks they made](#). Some were very fascinated by the glitter as they understood they had to sprinkle it on their work.



## Salt dough tea-light candle holders - Personal Development



In preparation for our Male carer's day event, the children created tea light candle holders. They were personalised with the babies' handprints then baked and ready to decorate on the day. The babies were involved in mixing the flour, salt, oil and water together to make the salt dough. Flynn, Marley, and Luca had a turn using their **gross motor skills to pour and stir the ingredients**.



Then all the children were given a small amount of dough and guided to place their handprints onto them, this was **beginning to show their preference for their dominant hand** as some gave their right hand and others gave their left. Flynn and Marley noticed the marks it created in the dough pointing as they **made connections between their movement and the marks they made** and saying "hand, hand". Once Flynn printed his handprint onto the dough he excitedly screamed out "again again again". Luca was occupied rolling the dough with his hands and squashing it in between his hands. Blue Jean kept picking at the dough and holding it high to the practitioner with a smile on her face. Lastly, the babies were guided and supervised as they pressed the tea light candles in the centre of the dough.

## Physical Development/moving and handling: Outdoor Play

The babies enjoyed the lovely warm weather this week, with the sun shining bright. We put some sunscreen on the babies every outdoor session, all the babies gather and sit down, getting excited to put cream on. The babies watered the plants during outdoor play on most days. Marley, Flynn, Luca, Blue Jean, and Gabriel all had a watering can each and they all patiently waited and took turns to water the plants. **Showing curiosity and interest in exploring new and familiar experiences in nature** such as grass, mud, puddles, and plants. They all stood and showed a lot of excitement



while the practitioner filled up the watering cans for them. Luca went up to the practitioner and walked over to the tap and said "more more" while holding up his watering can. Flynn, Blue Jean, and Marley said "water" **using 1 single words**.



All the babies are also enjoying the garden space with the new features. They have been fascinated by the water fountain and pebbles on the floor surface **noticing the detailed features of objects in their environment**. We have enjoyed standing by and watching the waterfall, some babies run their hands under the water while others like the feel of the pebbles on the ground.



The bridge has been a new challenge for **some babies as they learned to take risks** as they discovered going up the bridge was not as easy as going down. Dylan enjoyed going up the slide ensuring to **take one step at a time and holding on to the railings for support**.



As he climbed up, he stood at the top and was assisted to sit down and then slide down in order to get off the bridge. The next time he did it, he understood to sit down straight away at the top of the bridge. Maya, Gabriel, Zephaniah, and Roxanne have been supported walking over the bridge and they are able to bum shuffle down on their own now. Luca, Flynn, Marley, and Blue Jean are



confidently able to **hold the railing** and walk over the bridge.

## Summer

As summer has arrived, we want the babies to have an opportunity to explore the summer season as it's been sunny and beautiful. The babies love colourful objects, messy play, water play, and sensory play, therefore we based our activities on the babies' interests this week.

### Sensory Shakers

#### Personal Development: Moving and Handling



To support our babies to pick up and handle the dry pasta and beans and place it inside their shakers on their own, the practitioner first demonstrated how to make the shakers by showing them how to put the beans, rice, and pasta inside the bottle, **the babies were all watching and observing the practitioner very closely** and once they were all shown they all wanted to start doing it by themselves, they each picked up the different foods carefully and placed them into their bottles.



As Luca was filling up his bottle, he started to shake it without the lid closed and some of the pasta pieces flew out, as he was doing this Dylan was stood alongside him and watched him and then went ahead and started to copy him and found it amusing as he watched the beans and pasta fly out of the bottle.

## Bonus classes

### Tiny Mites Session - Communication and Language – Listening and Attention



The babies looked very happy to see Janine from Tiny mites again. They **observe and listen** to the opening song and then we started off by singing Incy Wincy spider. Janine also went around giving the babies the opportunity to pat the soft toy spider. Gabriel was very happy to do this. The babies showed they can **concentrate intently on an activity for a period of time**. Janine then showed the babies 5 bees and the babies interacted and said “zzzzz” sound. Phoebe and Roxanne did the finger gestures to represent the bees’ wings.

They were then handed colourful plates by Janine, and she sang a song about cars. They used the plates to interpret as a wheel and

horn. The babies copied by swirling the plate as if it were a steering wheel and they did “tap tap” for beeping the horn. Janine moved on to singing a song about how many animals the children can find in the zoo. Flynn and Marley stood up immediately and began to name the animals “lion, giraffe”, **moving their bodies** to the music and actions, and concentrating on the objects they were given. this showed that the babies can **listen to and enjoy rhythmic patterns in rhymes and try to join in with actions or vocalisations**, they were very happy to guess the animals from the top of their heads. In the end, Janine began to blow bubbles, all the babies were happy as Flynn, Phoebe Max and Marley started going around to pop bubbles and said “bubble” and “yayy” while Gabriel and Roxanne looked intrigued as to what they were to which the practitioner helped them see the bubbles and pop them together. Roxanne turned her head to all the **familiar sounds, listened**, and responded whilst also interacting by smiling and looking. Gabriel listened and enjoyed rhymes in the songs, **joined in with actions and expressions**, laughed and enjoyed watching the practitioner. Phoebe observed and intensely watched whilst also copying the actions and being satisfied with herself as she understood what the practitioner was doing. Max was playful and joined in using hand gestures whilst also being observant.



## Rainbow Room

We want to welcome **Alaia** to Rooftop nursery, we look forward to spending more time with her, getting to know her and look forward to you making lots of friends here!

Phoebe who has now transitioned to Rainbow room. She spent a number of days being settled in the room by her key person to help her learn the new routine and bond with her new key person.

## Queens Jubilee



After returning from the long Jubilee bank holiday weekend, we continued to explore the queen and her royal family through a range of creative activities such as making flags, painting the queen's corgis, drawing the queen herself, having a tea party and looking at pictures of the queen and her family while having a group discussion.



Through this topic, we promoted **British values** by supporting the children to build knowledge of their country and its ruler and building their confidence in the different aspects of the **British values**, including **Democracy, The rule of law, Individual liberty, Mutual Respect, and Tolerance of those of different faiths and beliefs.**



**Our Colour of the week: Red, White, and Blue**

We chose to focus on Red, White, and Blue as these are the colours of our union jack, the national flag.

We have been exploring the colours red, blue and white during activities as they are very symbolic and are linked to the queen's Jubilee. During the bank holiday weekend, many houses and streets were decorated with these colours and with the national flag as well as lots of people waving the flag as they stood outside Buckingham Palace. With this in mind, we decided to use these colours during the children's activity.



**Painting the Queen's Corgis - Expressive Art and Design: Creating with materials**

As some people may not be aware, a corgi is a breed of dog that the Queen has as her pet in Buckingham Palace. While the Queen's favourite dog breed is a corgi, that's not the only type of dog she owns. She also has a dorgi, which is a cross between a corgi and a dachshund, and it is also thought to have recently been given a cocker spaniel. This means the Queen has **four dogs** in total: two corgis, a dorgi and a cocker spaniel.

We planned and implemented a painting activity where the children painted the Queen's Corgis which supported the children's **hand-eye coordination** and developed their **fine sensory-motor skills**. The practitioner created some brown paint with the children, by mixing red and green and adding some white powder paint to lighten the colour. The children used the paint brushes provided, they dipped them into the brown paint and **created marks** on their individual pieces of paper.



We used a picture of her Majesty's Corgis to support the children to **make links and support their understanding** of the aim of this activity. Zayn, Dylan, and Max showed a willingness to take part and exerted eagerness in being involved and tried their best. Dylan held

the brush with his right hand and steadied the paper with his left finger. He explored different movements and how they create different marks. He explored what mark is made when dabbing the brush onto the paper and then explored what marks can be made when spreading the paint onto the paper, stroking the brush vertically. Dylan and Max showed understanding of what they were creating as they exclaimed: “doggy” as he made marks on the paper on their paper. Zayn made his individual choice to explore the paint using his paintbrush, he mixed the paint around the palette, and explored the paint in different ways. He concentrated for a long period of time, dipped the brush into the paint palette transferred the paint, and dabbed the paint onto the paper creating dots of paint.



### Understanding the World - Making a British Flag

To combine and extend our colours of the week, we planned and implemented a painting activity where the children were provided with the opportunity to create their own flag of ‘The United Kingdom’. The practitioner began by asking the children who would like to join the activity, briefly explaining what we were going to do. Dylan, Max, Luna, and Phoebe showed interest in taking part, being willing to have a go and try their best. The children used paintbrushes to stroke blue, white, and red paint onto a piece of A4 paper, as these colours are those that are symbols in the British flag. They are empowered to choose what colours they use and in what order as they concentrate intently.

## Healthy eating

**Colour of the week:** During our healthy eating topic, instead of focusing on just one colour for the week, we associated all the colours that we know during our play and encouraged the children to make links between the different colours and the various fruits and vegetables as we learnt more about them.

### Healthy Eating

As we have a few children in Rainbow room who have difficulty trying new foods we decided to promote healthy diets and lifestyles, we focused on healthy eating by looking at the different types of fruit and vegetables to have in our diet that are good for our body and mind. We encouraged Rainbow room children to participate in activities to prompt the children to recognise various names of fruits and vegetables and what they do to help our body’s working system for example: how vitamins from fruits and vegetables give us energy and strength in our muscles and bones.



### Physical Development - Health and Self Care

To ensure the children’s healthy physical growth and development. It helps a child’s immune system fight the disease and all the fruits are in the nutrients.

- We made the activities fun and engaging to keep the children focused on the subject.
- We kept the terms and concepts of each activity simple using language that can be easily understood.
- We extended how we encourage the children to try new foods at snack time and mealtimes.

- We showed the children a variety of flavours and textures and smells.

We also introduced the children to the mathematical perspective of this topic; for example, all fruits come in different colours and shapes, weigh differently, and can be bought for different prices as each item of food is more valuable than others. As we learnt about textures the children strengthened their fine and gross motor skills, for example: gripping, holding, squeezing and poking, which helps the children to strengthen their muscles.

### Making paper Mache fruits

#### Expressive Art and Design: Creating with materials

To fulfil the children's interest in messy activities, we planned and implemented a paper mache activity for the children for them to create large versions of fruits and vegetables that they know. We began by spreading PVA glue and water mixture onto some balloons, we then put newspaper strips over the balloons, and layered the glue mixture on top to flatten the strips down.

As the children were taking part in the activity, the practitioner engaged in conversation with the children, by asking what fruits/vegetables they wanted to make, she described the fruit's colours and shapes, and asked the children about their preferences and opinions. Dylan said: "I'm making coconut" as he spread the glue mixture with a brush. Willow spoke about her favourite fruit which is strawberries and explained she would like to create a large strawberry. The practitioner explained to the children that they would be painting the fruits later in the day. Peggy agreed, nodding her head, and repeated, "We will paint it later, we just have to let it dry". As the children lay the strips of newspaper onto the balloon, Ada exclaimed: "Ah, it's just so sticky!" and he wiped his fingers on his top.

Later that day, the children returned to their fruits as they had dried and were ready to paint, they painted them using paintbrushes and ready-made powder paint. Phoebe reached out to the paint and said 'my turn' in eagerness. Encouraging the children's ability to follow instructions and remind them of routine by giving verbal clues, the practitioner reminded the children that it is recommended to wear an apron when engaging in painting activities so that their clothes don't become stained from the paint. Willow exclaimed; "it's too much paint" as she dipped her paintbrush into the palette lifting out just a little too much. As the children began to work together to paint the long-shaped paper mache in yellow, Willow observed: 'it looks like a banana'. As a method of encouraging the children to use their imagination, the practitioner exclaimed: "yummy" while holding the balloon banana to her mouth and pretending to eat it.



### What's in the bag fruit/veg edition

#### Communication and Language: Listening and Attention/Speaking

To support the children in Rainbow room with their speech and language, enabling them to describe and retell stories, we did a what's in the bag session in which the children sat together in a circle, waiting for the practitioner to begin. The practitioner held a red bag with different fruits and vegetable items inside and went around the circle, singing: "what's in the bag, what's in the



bag". Each child **took their turn** to dip their hand in and pull out a mystery fruit/vegetable. As each child took out their item, they were **encouraged to describe it**, i.e.: shape, size, colour, sweet or sour. Peggy took out a corn on the cob, she smiled and looked at it, flipping it over and over to view it from different angles. The practitioner then began to ask the children as a group where they think corn comes from. Ada explained; "Corn comes from the ground". He was praised for his knowledge and showed pride in himself by smiling. Phoebe took out a strawberry and smiled, lifting the strawberry to her mouth, and making eating sounds. Phoebe was asked if she likes strawberries, she nodded her head saying: "Yeah" quietly, in a shy tone. The practitioner then **instigated conversation** about strawberries by asking where they come from, what we can make with them, and how to eat them, i.e., washing them, taking off the green leaves, chopping them up, and eating them with cream.

### Male carers week

As we celebrated Father's Day over the weekend, we extended this during the week, with planned and implemented activities that link with this topic. We created and implemented activities to support the children's **sense of self, and by retelling stories of events in the past and people who are not present**. The children got involved in arts and crafts activities and discussions to support the children to **make links and use their imagination to create**.

We want to say a big **Happy Birthday** to Phoebe, who has recently transitioned into Rainbow Room and has celebrated her 2<sup>nd</sup> birthday with us. We threw her a party and enjoyed some snacks with her new peers, we sang her happy birthday and helped her to blow out a candle on her cupcakes. She seemed to feel a little embarrassed under the spotlights, as we gave her so much attention and she seemed shy as we sang to her! After the children ate snacks together, they all danced to a few of their favourite songs.



### Creating a picture of our male carers

#### Expressive Art and Design - Creating with materials

Following on from Father's Day weekend, we focused on looking more into the meaning of male carer's day and talked about how we love our fathers, grandfather, and other male figures we have in our lives and how much they mean to us. We used some resources to help the children to draw pictures of their loved ones. The children used some pipe cleaners, Pom Pom's, and feathers and used PVA glue and spatulas to stick them down onto paper. The practitioner demonstrated how to assemble the resources and the children stood around the table, looking at what the practitioner was doing. Phoebe used the glue spatula and **used her right hand** to glue on the pieces of paper, then she picked the pipe cleaner to make a round face. Amaya said, "I need a small, soft, Pom Pom to create the eyes," Phoebe picked up the yellow and green feathers to stick them onto the paper. The children used their **fingers to pick up the resources** from the pallet and stuck them on showing they have good hand-eye **coordination and fine motor skills**.

## Family

### Introduction:

Extending from our Male carer's day topic, we continued exploring family as a general topic. We encouraged the children to **talk about their family members that are not there at the time and compare the differences between each family member** and the different types of family. For example, someone's mummy may have brown hair and blue eyes but their daddy has blonde hair and brown eyes.



We also explained and **prompted the children's inquisitiveness and understanding about the different types of families** including **family** structure, ethnic backgrounds, and differences in cultural normality such as: going to church on a Sunday and a family that has one mother or father.

### Making a family member - Expressive Art and Design: Creating with materials

To support our children to **talk about who lives with their family**, we used some resources to help encourage children to take interest in doing the arts and craft activity. We used templates of little figures and provided sequins, glue sticks and feathers. The children sat around the table listening to the



instruction as the practitioner asked **open-ended questions**. Dylan, Ziggy, Soul, Luna, Phoebe and Peggy participated in the activity. Dylan picked up a glue stick and spread it onto the card with his right hand and said to the practitioner "I need the eyes", **he selected red feathers** and stuck them onto his piece of paper.



Luna showed **that she knows what tools are used for** by using the scissors to cut the paper in half and then using the glue stick to spread the glue onto the paper. She carefully held her hand on one side of the card to steady the template and spread the glue. She then selected googly eyes, pressing them on her picture to create the eyes of her family member. She said, "this is my mummy". Peggy was focused on spreading the glue and the practitioner asked, "who are you going to make?" **she responded stating; "daddy"** she then selected the Pom Poms from the creative tray and pressed them on with her right hand. The children seemed to enjoy the activity as they sat **alongside each other, speaking about their families, comparing features and being encouraged to look and notice the features of others**. This enabled the children to practice **their hand-eye coordination, fine motor skills and to take turns, being considerate of others as they each speak about their families**.

### Language Groups – Communication and language - Speaking

The aim of the language group session **was to know and learn the names of different tools and to understand their use**. During this session, the practitioner implemented the session as a what's in the bag activity. The practitioner sang: "What's in the bag?" song and shook the red bag. There were two sessions including two children in each session, first group including Soul and Ziggy, the second including Dylan and Max. They each had three turns each, taking out three items, one at a time, alternating between them. As they took out each item, the practitioner questioned **them what the name of the tool is and then follow it up by asking what it's used for**. The practitioner would say the name after the children attempted so that they can hear how it is supposed to be said. Then prompting them to repeat after the practitioner. The items included: three silver building blocks, spanner, hammer, rule, pen and a metal jug, each describing what they're used for. This supported the children **to learn and understand the different uses of each tool**. To end the activity, they were asked to place the items back inside the red bag and they sang the goodbye song to help the children to **make links and understand that the session had come to an end**.

## Bonus classes

### Tiny Mites

Janine began the Tiny Mites session by introducing the Tiny mites' puppets one by one. Willow, Peggy, and Phoebe were **focused, watching, and observing** Janine as she made the puppets dance around and sang in different tones of voice for each character. As 'The grand old Duke of York' song began to play, Janine prompted the children to stand and march along with her, to which they all stood up and started marching. Janine then switched to a different song and handed out a variety of coloured, sheer, materials, which she used to show the children how to make clouds and rain. Ada was very happy doing this, making different clouds, and pretending it was raining by wiggling the material.

Jad showed interest in seeing the materials and he went around looking at every colour that the children was giving out. Janine then encouraged the children to hide under the scarf and pretend to sleep. Ada, Willow, Max, and Soul did this very excitedly, they laughed and jumped around.

The children then joined in with a song all about driving. Janine handed out some plastic plates to use as steering wheels for each child's car. Max was very happy when using the plate to represent the steering wheel and turned their plates left and right. He then thought of his own idea and placed the plastic plate on his head saying "hat". Towards the end of the session, Janine found out that it was Phoebe's birthday as she was wearing a "2" badge, so, she sang the happy birthday song and all the children joined in. The session was finalised by blowing lots of bubbles, Zayn showed lots of joy as he joined in with popping and gazing at the bubbles floating down. All the children jumped and followed the bubbles trying to pop them.



## Yoga

To support the children's mental and physical well-being, they took part in a weekly yoga session. They **mirrored each of the poses** as the practitioner modelled to them. To begin we prompted the children to get into a calm state using a breathing exercise, breathing in and out through their nose and mouth. The children explored poses including the downwards dog, straddle, and a few other moves. Lowen showed the group the stretches that he was familiar

with, **demonstrating listening by joining in and being a great role model** to his peers during the entire session. **He thought of his own ideas** creating his own moves and **implementing this through children started to follow him and copy him**. Luna showed a lot of **curiosity and high level of fascination** asking inquisitive questions such as: "can we do more moves?" and "can I show my moves?"



## Making Handprint Poems

### Understanding the World: The World

To encourage the children to **use their senses to explore** and to satisfy the children's interest in messy play and painting activities, we created handprint poems. We provided a variety of arts and crafts resources such as sequins, paper, glue and crayons to encourage the children **to select and make decisions on what resources they wish to use**. The leading practitioner guided Alaia, showing her how to make her handprint and encouraged her to stick on the sequins and other decorative resources after applying glue to the paper.



Ada **selected a crayon of his choice**, using his **dominant right hand** to trace around his hand, reflecting the shape of his hand. Dylan chose a crayon to use and held it with his right hand **using 3 fingers to grasp it**, and seemingly attempted to draw a shape of a hand. Max **observed his peers**, seeing how they approached the activity and **gaining ideas and inspiration from his peers and applying these to his own approach**. He picked out a pinch of sequins with his right hand and gazed at them, picking individual ones out and **viewing from different angles**. Peggy had her **own ideas** as she picked a handful of sequins and sprinkled them onto her paper, she watched and observed how they fell onto the paper and stuck onto the glue she had applied stating; "Oh! They are sticky!".



## Heuristic Play

Heuristic play involves the sensory exploration of 'everyday items,' anything from some rice or pasta or a wooden spoon to a piece of string or sticks from the garden. The difference between this and playing with toys is that toys are often limiting in what they can do, meaning a car is meant to be rolled back and forth, while heuristic play with any household object allows your child's creativity to take over. Having an open-ended object to play with stimulates innovation, creativity and imagination as your child discovers the ways the object can be used, all characteristics of which are essential to learning and development.

Children have an urge to handle things: **to gather, fill, dump, stack, knockdown, select and manipulate in other ways.** Heuristic play provides children with the following benefits:

- It stimulates creativity and imagination
- It supports gross motor skills and brain development in toddlers
- It stimulates multiple senses and critical thinking
- It promotes early mathematical conceptual learning through them to see if they were able to see one another.

Phoebe, Soul, Zayn, Dylan and Ziggy participated in a heuristic play session where various household items were set for them to play with. Phoebe picked up the button and ran it through her fingers. Then she looked at the other objects she **mixed the marble and buttons together.**

She then picked the blue memory foam and put them into the bowl. Soul took the bowl of buttons and picked them up using both hands and took it along to the water tray where it was filled with rice and pasta and beans and mixed the buttons into the tray.



## Interventions/Exploring vegetables and herbs

### Food Play

#### Potatoes and Herbs mashing and mixing

To support some of our children's fussy eating habits and to build familiarity with the scent and appearance of herbs and foods, we planned and implemented a messy activity where the children explored freshly boiled potatoes and mashed them using hammers and spoons then mixing them with some fresh coriander and parsley.

This activity has also helped to satisfy our children's interest in messy play as they were able to engage in the sensory experience of feeling and exploring the mixed textures between the ingredients.





Willow, Phoebe, Jad, Luna, and Ada enjoyed playing with some mashed potatoes and herbs. The practitioner set up the resources on the table, with herbs, such as parsley and thyme. Willow and Phoebe picked up the herbs and put them to their noses. Willow said "I can smell it, it smells nice". Peggy stood by Willow and watched as she took a handful of parsley and put it onto the mashed potatoes.



The children were able to use both hands to crush the potatoes. Ada described what he was feeling and said: "potatoes are soft" as he plucked the thyme leaves and put them onto the potatoes. He then **thought of his own ideas** as he used a hammer to mash the potato. Jad picked up the potatoes with his hands and dropped them into the tough spot, as he said: "potato" This activity enabled the children to **learn and feel the texture of the potato** and be able to **describe the smell of herbs** they have good hand-eye coordination and **fine motor skills** it's, also part of a sensory play where they would use their hands

## Interventions

### Language Group

Zayn and Max took part in the intervention language group where we focused on a few objects. We used visual card pictures and Alan the alien where we brought items in his special bucket. Zayn picked up Alan the alien and used the wooden spoon and said "mmm", "yummy" as though he was **pretending to feed Alan**.



The practitioner showed Max a picture of a balloon and he said: "balloon". We then picked the small pot of flowers, and the practitioner repeated the word to Zayn and Max, saying: "flower" a few times over. The children were praised as they sat down and waited patiently, listening very carefully to what the practitioner was saying. This allowed them to **recognise the object and to describe if the object is soft or hard**.

# Star Room

## Welcome to Star Room

**Book Bags:** Changed weekly every Tuesdays or Thursdays

## Queens Jubilee

### Creating with materials

The Queen will become the first British Monarch to celebrate a Platinum Jubilee after 70 years of service. Star room came together to celebrate the historic milestone by taking part in a variety of fun activities such as making jewellery boxes for the number of accessories the royal family wears.

This first activity of creating jewellery boxes enabled the children to be more familiar with the environment and people around them and have a better knowledge of the differences between everyone. At the start of the activity the children spoke about who the Queen is for England and Rafal said “Queen Elizabeth”, the children then spoke about Buckingham Palace and Alba said, “Who stays there?” and the practitioner then replied saying “It is where the royal family members carry out their meetings”.



To create our jewellery boxes, we used the colours red, blue, and white and Juno noticed it is the same colours as the flag. This showed that she was able to notice the small details. The children used their creativity and imagination skills to make their jewellery boxes. While painting, Karaeah was very precise with the way she was painting her box. Each child had the opportunity to pick their box. Throughout the activity, the children-maintained focus and shared their ideas. Karaeah said “I’m going to put my mummy’s jewellery in here,” Alba said, “I’m going to put all of my own makeup and jewellery in here,” De’Andre said, “I’m going to put money and pound in my box”. Delia said, “I’m going to put my frog jack in the box”.



Carrying on with our celebrations, throughout the week we participated in different activities and one of them was getting together to throw a party! In the morning the children sat down to learn more about the Platinum Jubilee. The children all sat down still and was listening very carefully and showed interest and involvement by asking open-ended questions. Arfa said, “how many countries are there in the United Kingdom?” and the practitioner replied “4”, following on from that Rafal said “I know it’s Scotland” the practitioner then said the other three which is Wales, Northern

Ireland, and England. The children then had a tea party together while listening to British marches. After having our tea party, the children all gathered to dance. Throughout the teatime party, the children were speaking amongst each other which **enabled the children to create a strong bond with each other.**

### Understanding the World

Star room children focused on making guards as part of the jubilee celebration, the children aimed to paint the queens' guards using red and black paint to resemble their uniform. The practitioner took some children to get the activity ready, Delia scooped the red paint onto the paint pallet using her right hand to pick it up, Felix then poured a little bit of water onto the pallet then Delia got the paintbrush with her right hand and started to mix it, once the paint is ready, Gene, Anu, Alba, Helena, Felix, Delia gathered around the table, the children were very interested, the practitioner started off explaining to the children what they are going to draw and showed the children a picture of the queen's guard so that they have an idea of what they look like.



The practitioner asked the children where the guards can be found, Alba said "in the queens palace", while the practitioner was explaining what the guard does, Alba, Helena and Anu were **very concentrated and looked at the practitioner** as she spoke. She explained, 'the guard protects the queen and stands on guard at the palace to keep the queen and her palace safe, the practitioner demonstrated to the children how they can paint the guard, she said they are going to use the black paint for the head and the red for the guard's body and a little bit of black paint on the red body to represent their belt. Alba, Felix, and Helena listened to the practitioner attentively.

The children then started painting, Alba held her paint brush with her right hand using 3 fingers using to dip the brush in the black paint the drew the hat for the guard, he then put down the black paint and used the red one and then painted a red square for the guards body, Helena, Delia and Gene were holding the paint brush with their palmer grasp/right hand and started to dip their paint brush in some black paint and creating marks and patterns on their paper for the guards body, hat, head and face. Anu picked up the paint brush with his left hand and started off using the black paint for the belt and added a head for his guard, he was holding the paint brush with his 3 fingers on the left hand and was using cross motions when painting. The children remained focused as they use their paintbrush and created a range of movements and marks which shows they were involved. Alba was very keen, she decided to create 2 guards when painting, the practitioner asked Delia what she was drawing, and Delia replied saying "I'm drawing a castle". Throughout the activity, the **children-maintained focus and showed interest and involvement by answering open-ended questions.**

## Male carers

### Personal, social, and emotional development

Star room children had the opportunity to make special cards using a range of arts and craft resources for their mums, dads and carer's as Father's day approached.

Making a card is a lovely way to show love to their mums and dads they care for. We spent some time discussing and creating artwork for our amazing male carer's, and for those without, we ensured to include them and express the importance of the female carer's in our lives.

The children took part in very exciting creative activities such as making cards and key rings. They were given several different resources to create their cards as star room children enjoy using materials to stick independently and have recently enjoyed using colouring pencils to draw flowers.

To begin with Vida required support with folding her paper in half and following on from that Alba asked her peers "Does anyone need help to stick". This allowed the children to **play alongside other children who are engaged in the same theme and create a strong bond with each other**. The children first had the opportunity to create a lovely card for their parents. This enabled the children to **choose colours to use for a purpose**. For example, Karaeah said, "I'm doing green for my daddy because it will make him happy". Following on from that, Alba said "I'm going to draw a gym because my daddy goes to the gym". This gave the children the opportunity to **initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences**.

A variety of resources were set up in the middle of the table for easy access for the children, the children used their imaginative and creative skills to start to make their cards. Alba used lots of language throughout the activity and spoke about her family. Juno and Anu were showing a lot of interest in their peer's pictures and asking a lot of open-ended questions. We have also discussed ideas of blended families and those that may have more than one dad, no male figure and some with no parents! We provided this opportunity to the children as we have children that may not have a male figure and want the children to still feel as loved as possible whether they have a male figure around or not. Star room children were able to **show an understanding that some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family**.

### Personal, Social and Emotional Development Making relationship

On Friday 17<sup>th</sup> June 2022, we opened our door for our male carer's day event, and all the children showed excitement to have their carer's with them for the morning. The parents and children participated in all the wonderful activities that we had to offer such as making lava lamps, shirt making and play dough making as well as many more. Well done to all the male carer's that took



out time to join in with all the fun and games on the day!

### Playdough table

The children took part in play dough making with their male carer's. All the ingredients were provided to make the playdough such as flour, salt, oil, water, and food colouring. Rafal and his dad were the first to participate. Rafal took the lead on making the play dough and showed his dad all the different colours that he can make with the play dough, this showed that Rafal is being involved and concentrating and willing to show his male carer what he can do.



Helena and her dad also came to make playdough. Helena showed her daddy the biggest play dough that she made, she used her hands to grab the dough and feel the texture, Helena spent time [finding out and exploring](#). De Andre and his carer came and joined the activity they made a lot of shapes such as a tree, people, stars and hearts, De-Andre was engrossed in his play with his carer, and he had the [willingness to have a go](#). Karaeah joined in making play dough and she made her name with her daddy using the play dough, she used her hands to roll the dough and the small cutters to make the letters on the dough, this supported her concentration skills. Delia rushed to the table to make her playdough. She used all the colours to make her play dough, she added all the ingredients together and used a spoon to mix by holding it with her hand, this supported her fine motor skills. She made a second batch so she could take it home to play with it with her daddy. All the children that took part showed interest and they all took their play dough home at the end of the day Gene and Willow came on their own to the table and they showed a lot of joy and interest whilst making their playdough. Even though a practitioner was helping them, they took the lead in making their own playdough. They both told the practitioner that they were going to take it home and show all their family.

### Lava lamps

Another activity they carried out was making lava lamps. The children showed a lot of interest in this activity, the ingredients used was oil, baby oil, food colouring, water, and different coloured glitter (blue, red, silver, and green). Helena made her lava lamp with her dad, Max did one with his dad, and Leo made one with his Mum. Leo said, "want to do another one for Daddy," he held the bottle of oil with both hands and poured it slowly, then added a little food colouring, and glitter, he chose blue and red, and he shook the ingredients together.



### Poem T-Shirts

Another creative activity that the children took part in was a craft activity where they had to create poem t-shirt for their carer's. The resources were laid out on the table such as glitter, coloured cards, glue, pom poms, sequins, poems, and cut coloured cards. The first child that came to the table was Felix and his dad, Felix took part in the activity with his dad, he used a range of resources on the table with his father's support, he used glitter, poems and more of the recourses, he used his fingers to pick up the small sequences which support his fine motor skills and tried to stick them onto the paper, he also used a PVA glue stick and moved the stick on the paper. We also had many other children that took part in this activity on the day.

## Forest play



In our Forest play session, Thomas joined us for his first session as he has now transitioned into Star room. Therefore, Thomas required support and 1:1 attention from the practitioner. On our way to the park as our graduation is around the corner, the children practiced their graduation song.

De'Andre, Rafal and Arfa showed interest in the environment around them. They were focused on the small details such as the leaves, trees, cars and how to cross the road. As we entered the park the children were encouraged to take their harnesses off and encouraged the children to [negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles](#) as they raced to the camp base. The children practised their gross motor skills as they stood in a line with their right leg forward and slightly bent their back in a driving position and raced toward the camp base. As the children arrived at the park Hafiza our forest play lead spoke to the children about the golden rules, X factor and making sure we stay all together. The children were then encouraged to get in a straight line to take part in a race.

Once the children were in a straight line, they waited for Hafiza to say, "ready steady go!" as they raced each other down to the camp base! This showed that Star room children [were able to show awareness of the boundaries set, and of behavioural expectations](#) in the setting as they followed the instructions when the adult asked the children to "stop" when running. Once we arrived at the park, we sat in a circle before we went through the rules. Once at the camp base, Hafiza instructed the children to sit down in a circle and asked the children to recap the golden rules. Karaeah said "no passing the red tape," Alba said, "no picking or licking and we are not allowed to look into dog eyes instead we should fold our arms." "The children were able to [maintain attention, concentrate and sit quietly during appropriate activities](#) as Hafiza demonstrated the actions.

### Mud painting

During mud painting, each child had their own bucket and paintbrush, De'Andre went with his bucket and started to use his right hand to hold the paintbrush while holding the bucket in his left hand, he held his paintbrush and dipped it into the mud painting bucket and started to brush the paint onto the log next to the tree, De'Andre was very involved and concentrated throughout the activity, he did this 6 times before going back and getting more mud to do his painting.

Delia was given a bucket and a paintbrush, she started to hold the paintbrush with her right hand and then mixed it in circles, she then went over to the log and started painting, she put the bucket down next to her feet, held the paintbrush with a palmer grasp, using her right hand and started painting sideways which showed she **had her own idea and chose to do things her own way**, she then dipped the paintbrush into her bucket and repeated the process, Alba saw De'Andre painting so she went over and asked: "what are you painting?". This enabled the children to **use language to imagine and recreate roles and experiences in play situations**.



### Log climbing

Karaeah, Juno and Anu all used their hands and legs to all climb on the log, they used their bodies physical strength to push themselves up towards the log. Karaeah decided to stand up on the log with both feet then bent her knees and jumped onto the ground, this showed that Karaeah **was willing to have a go** and she climbed onto the logs using her upper body to push herself and move around which **supports her gross motor skills**, and she **enjoyed what she set out to do**. Vida observed Karaeah climbing the logs and jumping off them, so she decided to do the same, Vida was behind Karaeah, she stood up and jumped onto the ground, Vida said "let's do it again" which shows she **was willing to keep trying**. Juno



observed Anu climbing, Anu used his hands to hold onto the log then he put his knees onto the log, he crawled up the log on all fours, this supports his **gross motor skills** and he explored the activity, he was also **willing to have a go** at the activity, afterwards Juno climbed onto the log, she sat on the lowest part of the log then crawled up, she had her own ideas on how to climb up the log, she then stood up on both feet on the log and was trying to hold her balance and walked along the log as she watched her feet. Juno remained **involved and maintained concentrating**, this activity supported her **gross motor skills**

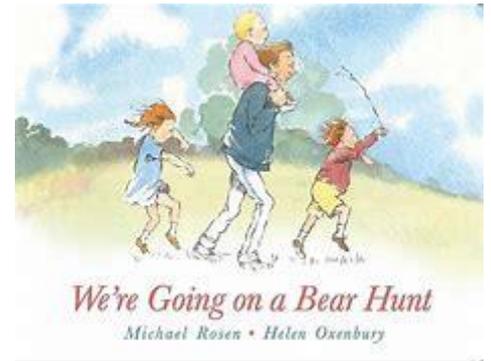
### Mini beast Collage

Safeeya created a mini beast collage, she picked up the leaves using her two fingers of her right hand and placed them onto her the paper, she then picked up a glue stick and spread glue on her paper. Safeeya was **involved and maintained concentration** during this activity, at first Felix observed his peers then got decided to join in, he picked up the glue stick with his left hand and spread glue on the leaf, he got another leaf and stuck it onto the one he had glued, Felix explored the activity, as he picked up the leaf and stuck it, he watched the leaf as he moved it which supported his **hand and eye coordination**. Alba picked up the glue stick and turned it upside down and rubbed the glue stick on the paper then picked up a smaller leaf, using her 2 fingers with her right. This activity enabled the **children to develop and use their imagination and creative skills using natural resources**.



## Understanding of the World- bringing to life the story ‘We’re going on a bear hunt’

The children took part in bringing to life the story “We’re going on a bear hunt” by role playing the story in our Forest play session, this is a well-known favourite story for all the children. The story was brought to life using props, understanding words of preposition such as over and under, using water sprays to visualise splashing through the river. It all began with the practitioners gathering all the children together at the long wavy grass in our forest play area while Peri and Hafiza gave the children a recap of the story. The children were able to [follow instructions and maintain focus](#). They then patiently waited to start the session off, the adult started reading the story with all the children repeating it and started walking towards the long grass. Once they reached the grass, they started walking through it and reading the book at the same time. The children got to the river while the adult held the water spray bottle to spray water at the children to create the illusion of getting wet. The children showed a lot of excitement, as they were all cheering and laughing. The children then moved on to the forest part they went over the logs to which they needed support. It was time to go through the mud which the children were waiting patiently for turn to squelch through the oozy mud. The children reached the mud pit and jumped in it and started laughing over the excitement of the story and rehearsing it all out in role play. The children then started walking very slowly and quietly towards the cave where the bear was hiding. Once the children reached the cave the bear popped out and the children screamed and ran back to, they start point going back through the snowstorm, the deep river, the forest, the long wavy grass back home under the bed covers to hide. The atmosphere was perfect, the story was alive, and the children enjoyed the thrill of being part of this.



[Our forest play session resume again from September.](#)

## Graduating and building relationships

### Communication and Language & Understanding of the world



Star room have something exciting approaching, which is their Graduation ceremony. This can be a little daunting for some children as they move closer to transitioning to school and face new changes and become familiar with their new school.



We have been doing our best to ensure they are as prepared as possible. We have provided a range of activities which provided the children with the opportunity to develop their communication and

language skills as well as their personal, social, and emotional skills and supporting them with building their confidence each day. The children have continued to practice the graduation



song, at every opportunity, they have been sitting in two rows, and trying to learn the words by heart.

Star room have been developing their emotions and ways to discuss them, as we encourage them to **show awareness of their own feelings and know that some actions and words can hurt others' feelings**. Going to school is a huge change for children, it means they will be in a completely new environment, they will have to make new friends, and build new bonds with their teachers. This is an amazing stage in their lives where they begin to take risks and move onto the next aspect of learning and flourish individually. The children will build upon their independence and learn how to make their own choices. Star room have been encouraged to discuss how they feel about going to school and how to prepare for it. We have been using stories, the box of feelings, and drawing in our feeling books, to **show awareness of the boundaries set, and of behavioural expectations in the setting**.

We have spoken about the rules at their new schools. Alba said, "I'm going to go to a bigger school and also move houses", Rafal mentioned with excitement about the rules in his new school such as "If you get to go on the yellow star that means you done really good listening but if you go on the red space, it means you haven't done good listening". Karaeah said, "When you want to tell you something, you need to wait for your friend to finish talking".

## Building relationships

As some of Star room children are graduating and will be attending school from September, we have some children, such as, Juno, Anu, Gene, and Thomas who will be staying in the Star room. To support these children, we have been ensuring that they spend quality time together to build stronger bonds with each other by having them interact through social activities and group classes.

We have been considering the children's interests and have been providing them with resources and activities that meet their needs. For example, during free flow, we encouraged Gene, Anu, and Juno to interact together through playing with Lego, reading books, and playing with the sand. They have been supportive during playtime, where playing with the sand, Gene and Anu helped each other build castle.



On the play roof, the children play through their imagination, Juno played in the kitchen area alongside Helena and Thomas, where they pretended to have a picnic. Thomas asked Juno and Helena "what would you like to eat I will make it for you?". We have also been supporting the following children, through using methods of praising and giving rewards that include prizes and stickers. We have also been introducing competition activities to build their social skills during outdoor where they also have had the opportunity to play with their new peers who will be joining the room in September.

## Bonus classes

### Football

**Star** room children took part in football session. The coach named Jack came and told the children that they are going to go walk in animal kingdom, Rafal, DeAndre, Anu, Gene and Alba were lifting their arms up into the air and were walking, Anu said "i want to be a lion", the children then pretended to be a kangaroo jumping up and down while bending their knees and jumping up, they then pretended to be crocodile, Gene, Thomas, Aharon and Juno put their arms together and were snapping their hands together while walking around in circles, the children then pretended to be dinosaurs. They then pretended to be elephants, Rafal, DeAndre, Juno, Alba, Aharon, Thomas had their arms on their nose and DeAndre, Thomas and Alba were making an elephant sound with their hands and were walking around in circles. Coach Jack started making jokes pretending that the footballs have disappeared which shows that the [children understand humour, e.g. nonsense rhymes and jokes](#). The football coach Jack then gave footballs out to the children, the children then patting their balls, football coach was counting to 20 and DeAndre started to count to 10, Alba, Rafal, Vida, Alba, Thomas and Anu started to pat their balls faster using their both hands, The football coach Jack then told the children that they are going to put the ball under their foot and stand with one foot then have their arms out like an airplane, Rafal, Alba, Juno and Vida followed this very well, Rafal was very concentrated with this and tried again after tripping as the ball went away from his foot, the children then did dribbling, Rafal, Anu, Alba, Juno, and Delia passed the ball from one foot to another, Amaya decided to kick the ball forward and she watching it roll, the children were asked to avoid getting the balls touching the volcano's. [This enabled the children to be able to follow instructions and run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles](#). Jack then put out the green cones to represent the mountains, the children then were asked to avoid the volcanos and the lava and the mountains, they were asked to keep the ball close to their feet, Aharon, Alba and Juno concentrated while doing this, they were passing the ball slowly from their right foot to left foot, Arfa then joined, she was told to do dribbling and avoid touching the volcano and the mountains, Arfa then started to move the ball with her feet, the coach then explained to the children that they should put the ball between their feet and squeeze it then walk while squeezing the ball between their feet, Alba, Rafal, Aharon, Felix, Juno were holding the ball between their feet and were very concentrated, they watched their ball closely and avoided touching the cones, walking very slowly to avoid the ball coming off, Anu tried to do this but kept losing control of the ball to which Jack then came to help him, the children then were asked to place the ball on their cones, Rafal, Juno, Vida, Aharon, Arfa, Karaeah, Thomas and Amaya used both their hands to pick the ball and then placed it on the cones, Gene and Anu did the same, as soon as the coach blew the whistle, the children kicked their ball then Alba, Anu, Gene, Rafal, De'Andre, Juno, and Vida all ran to get their ball back within 5 seconds, then picked ball up with both hands to pick up ball and bring back to the cone, they then repeated the process. [They were using their motor skills and](#)



imagination. They were following directions wherever the coach asked them to kick the football to.

## French session

Star room children too part in yet another French session with their teacher Debbie. They started off their session by singing the hello song in French. Rafal said, “how do you teach children that do not understand French?” The French teacher then replied, “we say the words really slowly and clearly”. The children held a yellow ball and passed it around while saying their names, then moved on to doing actions and touching their body parts and saying it in French **this showed that they were able to play alongside other children who are engaged in the same theme and play cooperatively as part of a group to develop and act out a narrative.**



The children showed a lot of confidence and were able to say the words in French. They started carrying out the actions to the music that was played. The French teacher then laid out different pictures on the floor and the children shouted out the names which the French teacher then repeated in French. The children were then challenged to match where the characters live and match it to the image. **Throughout the session, the children were able to follow simple instructions and have a good understanding.**

The children then listened to the counting song and pretended to be 2 of the creatures from the picture. Helena was selected to be the fairy and Arfa was selected to be the unicorn. Rafal was selected to be the dragon and Anu was the witch. They each took part in role playing a scene from one of her stories.

Debbie also introduced them to a parachute game, all the children held the parachute at the edge, and the little toy called dragon was put in the middle, they bounced the dragon toy, and all showed excitement. The children were told to go under the parachute, as the parachute was lifted up and down, Debbie and the children counted in French from 1 to 10. Debbie ended the French session with bubbles and awarded the children with stickers for doing good listening.



## Parent Notices

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

### Henry: Healthy Start, Brighter Future

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

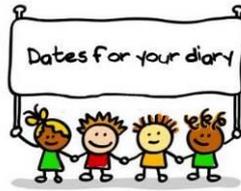
- Online parent support groups run by a HENRY facilitator – a chance to share experiences with a small group of other parents, find ways of reducing stress and gain new ideas to manage daily family life and get your little ones off to a great start
- Sessions on specific topics such as introducing your baby to solids or tackling fussy eating – provided on the phone or via video calls
- Having a HENRY Buddy - someone who will keep in regular contact with you, providing practical and emotional support to help you through the challenges of family life.

To find out more or to take part please fill in the online form or alternatively, ring on 01865 302973

<https://henry.org.uk/freesupport>

## Parent Notices

- ✓ Breakfast Starts from 8.05 until 8.50 am. If you wish for your child to have breakfast, please arrive before 8.45 am. Please do not request for breakfast after 8.50 am as it gets packed away and all staff go into ratio with the children.
- ✓ Children should arrive by 9.30 am to avoid disruption to the routine.
- ✓ Please provide a labelled bag with an adequate amount of spare clothes (underwear, trousers, socks, nappies, wipes etc.)
- ✓ Please call the office by 9.15 to inform us of any absences or late arrivals.
- ✓ Please check your child's pockets to ensure they do not bring items from home.
- ✓ **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](mailto:office@rooftop-nursery.com)
- ✓ **Tapestry:** If you need support accessing Tapestry please contact Antoinette on [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)



**Graduation Party**

Monday 18<sup>th</sup> July (2 pm to 2.30 pm ceremony)

**Annual Trip with parents- Trip cancelled due to covid**

Friday 22<sup>nd</sup> July

**Nursery remains open**

**Summer Holiday**

**Last day Wed 10<sup>th</sup> August - Nursery closes at 4pm**

**– Re-open Wed 31<sup>st</sup> August**

Mon 29<sup>th</sup> August – Bank Holiday

Tues 30<sup>th</sup> August - 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>

**Comments/ Suggestions**

Please feel free to write any suggestions/comments you may have on the space below and return the slip to the office.

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Name (optional): \_\_\_\_\_ Date: \_\_\_\_\_