



Carer's Day

Parents as partners

Thank you to everyone who attended on Friday 16th June to our annual carer's event. It was a fantastic morning and a great turnout of parents and carers who had the opportunity to spend some quality time with their children and engage in fun and creative activities and meet 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 mums get involved in the races as they competed against each other, and we also had an amazing obstacle course in which the children took part, with the help of their carers.

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

Thank you again to all the parents for attending and making this day special!

A very Happy Birthday

Ibraheem, Mae and Adam



Roof Top Nursery











A big thank you to the staff team for all their hard work, effort, and dedication in preparation for the event and for putting the nursery back to normal. You are all amazing!

PDN Meeting – Tomlinson Centre

During our recent PDN (Professional Development Managers Meeting) held at the Tomlinson Centre, all the nursery managers across the borough of Hackney came together to recognise and praise all the nurseries, external agencies and professionals for their outstanding work and achievements throughout the year.

On this occasion, Rooftop Nursery contributed to the PDN meeting where we had Aklima Begum (Nursery Supervisor at Otto site) and Peri Ozyasa (Acting Deputy and Room Leader at Brook) who did a presentation on '**Supporting Mental Health and staff/Carer's Wellbeing within the workplace**'.

They discussed the following points during the meeting:

- Strategies used at Rooftop Nursery
- Benefits to protect and promote the mental health of all employees
- Staff well-being incentives at Rooftop
- Celebrating Staff Awards, Love Week and Cultural Events all year around (Diversity)
- Celebrating carer's events, planned trips, staff milestones and dining out



Photo shoot on; Wednesday 3rd July 2024 at 9am.

We will have a nursery photoshoot that includes group, sibling, and individual photos too if requested. Please look out for the form we will give out soon.

If this is not your child's usual nursery day you are welcome to drop them off at 9 am and pick them up by 10 am so they can be part of the group photo.

Be sure to dress your children in **bright and colourful clothing** to stand out!

Please ensure your child arrives by 9am to avoid missing the group photo.

Trip update: Thank you for all your suggestions and votes, the highest-voted destination was Hertfordshire Zoo. We will be going **on Friday 19th July 2024. The nursery will be closed on this day.**

Our Graduation Ceremony for Star Room Leavers

We are fast approaching our graduation ceremony for Star Room leavers. The children who will be graduating will have a special ceremony on **Monday 15th July** which the parents of leavers will also be invited to attend. The ceremony will begin with a speech by Hafiza at 1 pm and finish at 1.30 pm. The parents of those who are leaving will be invited to attend this ceremony. We will inform parents of further details soon.

Star Room

Childrens interests

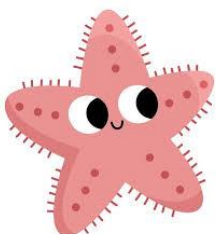
Star Room showed an interest in sea animals, so we planned activities to extend this interest.

Expressive Art and Design-Creating with materials - Making sensory Sealife bags

The children took part in making sensory sea life bags using shower gel, blue colouring, glitter, zip-lock freezer bags, and sea animals. The aim of the activity was for the children to explore the different sensory textures and mix the gels on their own to promote **their independent skills and strengthen the grips in their hands as they squeezed, and used everyday materials to explore, understand and represent their world – their ideas, interests and fascinations.** They were able to identify the animals that live in the sea, for example, Marley said "Octopus", Alaia said "sharks" " Teddy said "dolphins" and Blue Jean said "jellyfish" after being asked what types of sea animals are found in the sea.

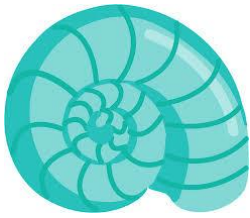


The children were asked what would happen if the fish were to come out of the water and Alaia said, "The fish will die" whereas Marley said, "It will bite". The



children learned that the fish would find it difficult to breathe outside of water and that dolphins and sharks are very big fishes.

The children squeezed the gels into their own bags and Marley commented “It is slippery”. Then Alaia said, “It is too slimy”, [using their increasing knowledge and understanding of tools and materials to explore their interests and inquiries](#) and develop their thinking as they explored the texture with their hands, used their fingers to pinch some glitter in and then adding sea animals to their bags. Once their bags were filled, they held their bags up and gave them a small shake to make some waves in the water to move the fish about which encouraged lots of discussion. Teddy said, “My fish is swimming in the big sea”. Blue Jean said, “The octopus has eight legs”, she was then told how they have tentacles and are very flexible. They began [introducing a storyline or narrative into their play](#). The children enjoyed the activity and once it came to an end, they all gave their fish a wash in the sink pretending that their fish were having a shower.



Literature-Writing - Tracing seashells

Star Room took part in tracing shells on paper using pencils and crayons to decorate to learn where shells come from and look at size and shapes.

Marley, Blue Jean, and Alaia traced their shells, and they compared the sizes, Alaia mentioned “I have the smallest shell” while Marley said, “Mine is the biggest”, [distinguishing between the different marks they made](#). The children held their shells and traced them using a pencil. Blue Jean was most confident in tracing using the pencil and used the crayons to decorate the shell while some needed further support and practice as the pencil kept slipping or the shell came out of place.



The children were shown all the shells and were asked to identify the smallest shell and the biggest. They were confident in telling which one was small and big. Next, they were asked if they could spot any differences, Alaia pointed out the one with the most different design and Marley commented: “This one is brown”. The children were asked where seashells could be found, Blue Jean and Marley said, “In the sea” and Alaia mentioned “We found it at the beach. I've been to the beach before”, [linking play scenarios, and drawings to experiences, such as outings](#). The children were taught how the shells are found in the sand, near water and some shells are sharp which means that we need to be careful. The children enjoyed making their shells and when they finished tracing their shells the practitioner asked the children to try and [attempt to write their own names using combinations of lines, circles and curves, or letter-type shapes](#). Alaia and Blue Jean attempted to write their names.





We implemented school and graduation activities for the children as we have a few children who will be graduating from nursery and attending school in September. We have been setting up the home corner in a school theme with whiteboards, pencils, reading books and various other resources that will be used in a classroom.



Adding and subtracting with elephants: Mathematics



Star Room did an adding and subtracting activity using elephants and counting them to check how many they each had in total. This activity supported the children's counting skills and their understanding of whether a number becomes bigger or smaller as we add or subtract an item.

Each child had a go at giving 1 or a few elephants to their peers and then counting to check how many they had left. Marley had 6 elephants and was told to give 2 of them to Alaia and then count how many she had left, she counted and said, "I have 4 left".

Blue Jean had a go and counted 3 elephants and then she was asked to add 3 more, she told her peers "I now have 6", she was asked whether the number became bigger or smaller and responded "Bigger", [linking numerals with amounts up to 5 and maybe beyond](#).

Juwairiya had 5 elephants, she was asked to give 3 elephants to her peer, but she only had 2, and then she was asked to give one more to make it 3. She was then asked to count how many she has now and said "two".

The children gathered the elephants and [enjoyed counting verbally as far as they could](#). The overall activity went well, as the children were engrossed, showing interest in making larger numbers and telling each other how many they had [through play and exploration, they were beginning to learn that numbers are made up \(composed\) of smaller numbers](#).



Mathematics - Writing Numbers

Star Room practiced writing numbers to help them recognise numerals as they are getting ready for school. The children practiced their fine motor skills as they held chalk and crayons and after

writing on paper, they got a chance to go up to the chalkboard and write the numbers to show their peers and use their larger group of muscles to write on a larger board as some children may have difficulty with fine motor skills.

Marley, Alaia, and Teddy were confidently [counting out up to 10 objects](#) they counted up to 13. Blue Jean was confident in writing the number 3 as she came to the chalkboard and was shown at first how to write the number 3. Marley had a go next and she confidently recognised the number 4 and was able to write it after being shown. She was able to [compare and recognise changes in the numbers of things, using words like more, lots, or 'same'](#). She was very happy after writing it and also wrote the number four on her paper. Blue Jean had a go



next and wrote the number 4 and was happy with her outcome, she used her right hand to hold the chalk. As the practitioner was writing the numbers they were **beginning to notice numerals (number symbols)**. The children will be supported further, and we will carry out more writing number activities on the chalkboard to enhance the children's number writing skills and then move on to practicing the plus and minus signs. The children were highly engrossed in the activity and showed their willingness to have a go and learn more.

Children's interest / Carer's week

Mathematics - Making Rockets

Star Room took part in making rockets for their carers which supports their growing knowledge of space. Recently they learned there is gravity on Earth but not in space, so people who go into space need to wear a space suit and helmet with oxygen to breathe.

The practitioner modelled how to make a rocket and the children then used different shapes, squares, rectangles, and triangles, to form the rocket, **making simple constructions**. Most were able to name the shapes, but



some needed a little more practice.

Marley, Alaia, Juwairiya, and Teddy

were able to put the shapes together to form a rocket. As the children had different shapes and different amounts of shapes Alaia and Juwairiya were able to **compare two small groups of up to five objects, saying when there is the same number of objects in each group, e.g. You've got two, I've got two.**

Same! The children discussed how their daddies were inside their rockets and

Marley said, "My uncle is in this rocket". Teddy said, "My dad is using a space suit". The children were engrossed in the overall activity and were showing their willingness to learn. **They were able to choose items based on their shape which are appropriate for the child's purpose.**

Racing Games: Physical Development-Moving and Handling

Star Room children took part in a racing game with their peers that tested their limits and skills and helped them to understand how they will sometimes win and other times they may lose the game. This activity helped with listening and attention skills, as they had to listen out for key instructions like 'go', run, and jump which kept them on their toes and engaged throughout. Idris was very quick and eager to run and jump saying, "I was the first one back". Then Leo Killington said, "I race against you". They were able to **run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.**

Then Marley ran and went past Idris and Idris responded, "I will win next", Marley said, "I won". Alaia was able to run fast and move away from obstacles and avoid bumping into them, Blue Jean demonstrated her jumping skills while running and was skipping as she ran and said "I will go faster if I do this", **experimenting with different ways of moving, testing out ideas and adapting movements to reduce risk.** The children started the race again and followed the instructions superbly!



EID



Star Room learned about Eid and why Muslims celebrate Eid as part of their adult-led activities. This Eid was called Eid ul Adha which is the month of pilgrimage, sacrifice and giving to the poor. They were taught what happens in the morning of Eid and why everyone goes to pray together in the morning. Juwairiya told the practitioner what she did for Eid, demonstrating she **could retell a simple past event in the correct order**. They discussed the different foods Muslims eat for this big celebration that happens twice a year.

Alaia and Blue Jean both tried on headscarves that females use to cover their hair, using **available resources to create props or creating imaginary ones to support play**. Blue Jean asked why Muslims wear this covering and the practitioner said it is worn only for women so they could cover their hair. The practitioner read a book about the prophet as well and asked follow-up questions and Blue Jean demonstrated she was able **to understand why and how questions**.

Expressive Art and Design: Being imaginative and expressive - Making Sheep

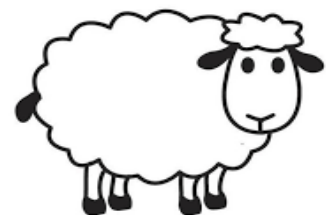


The children took part in making sheep for Eid Ul Adha as meat is shared with both family, relatives and the needy during Eid. They learned what Eid Al Adha is about, and how and why Muslims celebrate it. They learned that during Eid Al Adha Muslims will donate animals such as cows, sheep, and goats for people from disadvantaged backgrounds who can't afford meat.

The children were given a paper plate, cotton wool, googly eyes, and PVA glue to make their own sheep, Alaia mentioned "Sheep give us wool" and Marley mentioned, "Sheep have a haircut every summer". The children were then told how sheep need their wool cut every summer to stay cool and then grow their wool back and keep it during the winter. Teddy said, "Cows give us milk".

The children also learned that cows are not just donated for meat but also for

milk to give to other people of disadvantaged backgrounds. Blue Jean used the stick in her right hand to spread the glue, while Marley was ripping the wool into smaller pieces for everyone to be able to use to make their sheep as this is what she saw the practitioner doing, **noticing what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously**. Alaia stuck googly eyes on the animals. They **cooperated as part of a group to create their sheep while learning about a religious festival**.



Rainbow Room

Healthy eating

Rainbow Room children took part in healthy eating activities. As we have a few fussy eaters, we engaged in activities to support the children's understanding of different textures and tastes through messy food play, making mini pizzas, fruit salad, and many more exciting activities.

The children were able to develop some understanding of healthy foods and what they do to our bodies, such as making us strong and helping us grow.

Personal, social, and emotional Development: Health and Self-care – Making Mini Pizza



In line with our theme, rainbow room children made mini pizzas which is an exciting and educational activity for toddlers that combines creativity, fine motor skills, and sensory exploration. They used tomato sauce, shredded cheese, sweetcorn, and bread.



Each child was given a slice of bread and tomato purée to squeeze onto their bread. Nell, Jasper, and Lia were able to confidently do this, using both hands to squeeze and stop, following the practitioner's cues. They spread tomato purée using a bread knife and chose their favourite toppings, placing them onto their pizzas with precision and excitement.

This activity also served as a fantastic opportunity for [social interaction](#), as the [children discussed](#) their topping choices and shared their creations with peers and adults. Nell said, "I like sweetcorn". Mia said, "I want cheese and sweetcorn". Lia, Jayce, and Ibraheem added all the toppings. Jasper was enjoying eating the toppings and said "Nice". Throughout the process, the children were [encouraged to use descriptive language to talk about textures, colours, and flavours, enhancing their vocabulary and language skills](#). For example, saying "Sweetcorn is very healthy" and Achike said, "Yes it makes me strong". Once the mini pizzas were ready, they were baked in an oven, as the children eagerly waited for their pizzas to cook.



The children took pride in [tasting the delicious results of their efforts, showing a sense of accomplishment which is a great way to also boost their confidence](#).



Literacy – Reading – Handa’s Surprise book



Rainbow Room engaged in a Handa’s Surprise Storytime session with a basket of fruits next to see and explore. Lia, Nell, Jasper, and Mia took part in this activity. Lia saw the basket full of fruits and said, “Look pineapple”. Nell added, “It’s spikey”.

The practitioner asked them what they could see in Handa’s basket. Jasper said “Banana” and pointed to the banana in our basket. Lia said, “I see pineapple” and reached for the pineapple in our basket. Mia said, “We have oranges, and she has oranges”. Nell said, “Two oranges”. The children were very confident in identifying the fruits and the quantity of each fruit.



As we read the book, the children listened well throughout the story. As we read along, the children noticed that an animal was taking fruits out of Handa’s basket and Lia said “That’s a bad choice” while holding her thumbs down. Mia said “they have to make good choice” using extended language and thinking to express their opinions. As we got towards the end of the book, Nell realised that Handa had so many oranges in her basket. She said “look, so many oranges now” and laughed while clapping her hands. The children stayed sitting down for the entire story, showing interest and active listening.

Carer’s Day

Taking on board the interests of the children, we planned activities for our Carers’ Day theme. The children made biscuits for their mums and dads in star, flower, and heart shapes and they made superhero dads puppets, vases for their loved ones as well as cards. During these activities, the children were able to express their love and appreciation for their fathers.

Physical Development: Moving and Handling – Making Biscuits for loved ones

Nell, Lia, Leo, Jasper, Mia, and



Jayce participated in making biscuits. The children sat around the table with individual bowls as the practitioner demonstrated each step of the process. First, the practitioner showed them how to scoop out flour. When asked what colour the flour was, Nell looked at it and said, "It's black." The practitioner said the flour was white. Nell repeated the word, "white.", **continuing to explore colour**. Next, the children added butter. They used their fine motor skills to scoop a teaspoon of butter into their bowls, **having a firm grasp on the spoon**. Then, they used spoons to mix their ingredients. Lia and Leo decided to use their hands instead. While mixing, Lia remarked, "It's sticky," and Leo said, "My hands are dirty; I want to wash."

Lastly, the children added milk and a few raisins to their mixture. They transferred the sticky dough from their bowls onto the table, where they kneaded and rolled it, **manipulating their hand movements and imitating the actions of the practitioner**. The children were given rolling pins and cutters of different shapes. They rolled out the dough and used their preferred cutters to shape the biscuits, placing them onto the baking tray. All the children enjoyed and engaged in the process of making the biscuits.

Expressive Art and Design- Creating with materials – Making cardboard flower vase



Rainbow Room engaged in a heartwarming craft activity where they created cardboard vase flowers for their loved ones, blending in their **creativity, fine motor development, and emotional expression**. The activity started with the children seated around a table, with sheets of cardboard, glue, markers, and decorative items like glitter and flowers laid out.

Each child was given pre-cut square-shaped cardboard with vase templates to assemble. With careful guidance from the practitioner, the children practiced their gluing and sticking, working on their hand-eye coordination and precision.



Although the cardboard had holes cut inside for them to put through the flowers, the children found it easier to use glue to attach the petals to the stems, creating vibrant flowers. The children used different flowers, leaves, and sticks **to express their individuality and artistic flair**.



As they did this, the children chatted about their loved ones, sharing whom they were making the flowers for and why, **fostering social bonds and emotional connections**. Nell said, "This is for my daddy". Lia added, "My daddy too". Enaya listened and quickly said, "I'm making for my mummy and daddy". This craft not only develops their fine motor

skills and creativity but also teaches them about the joy of giving. Once the flowers were complete, the children proudly presented their handmade creations, experiencing the joy of making something special for someone they care about, thus **nurturing their empathy and sense of accomplishment**. The practitioner said she was going to put these on display so their loved ones can see when they visit the nursery which made them clap with joy and excitement!





Rainbow room children took part in Carer's Day activities such as sandwich making, card making, and planting. Most of the children came with their loved ones such as their mum or dad. The children were engrossed in the activities across all rooms as they showed excitement in creating different things.

Rainbow Room also took part in Eid activities as lots of people celebrated the festival over the weekend. The children took part in making Eid biscuits, and Eid decorations such as decorating moons and stars and painting a box, turning it into a Kabbah whilst also developing their knowledge of religious cultures. They had a fun Eid party as they enjoyed lovely snacks and spent time with close peers.



Understanding the World- People and Communities -Playdough shape cutters play

In line with our theme, Rainbow Room took part in a playdough activity with Eid-themed cutters to notice detailed features of objects. They had yellow playdough, and cutters that included mosques, stars, moons, hearts, and more. There were also rolling pins to support the children with their gross motor skills such as kneading the dough and flattening the dough. Leo, Lia, Brinelle, and Mia were all very engrossed in this activity as they shared the dough.

Leo picked up the rolling pin with his right hand and used his left hand to roll the play dough. He then started to use back-and-forth motions to roll out his dough. Leo used his truck and slid it through his playdough making marks on the dough, enjoying joining in with moving in different ways. He then came up to the practitioner and said "making playdough" he then picked up one of the cutters with his right and pushed it down onto his playdough pointed to the playdough and said "Triangle".

Lia showed high levels of attention in the activity as she was using all the different tools that were provided. She said 'look yellow playdough' as she was stamping it with her palms. She made a star stamp and said 'Star, look yellow stamp'. Mia squeezed the playdough with both her hands and made stamps on the play dough, she then said "mosque" which she heard from the practitioners and repeated, using movement and sounds to express her ideas.



Expressive Art and Design- Creating with materials – Making sheep



Eli, Leo, Siena, Enaya, and Lia participated in making a sheep collage. The practitioner provided materials like glue, glue sticks, paper plates, cotton wool, and markers. A sheep model was placed in the center of the table for reference. During the activity, the practitioner asked open-ended questions to engage the children. For example, "Where do you find sheep?" Siena responded, "On the farm." When asked about the colour of sheep, Achike said, "White." All the children approached the task in their ways to explore and experiment with an increasing range of media and movement through multisensory exploration and expression. Siena dipped her glue into the pot, swirled it onto her plate, and then added cotton wool and used a marker to draw the eyes. Eli didn't want to get his hands messy, so instead of using glue, he picked

up a black felt-tip pen and drew the eyes, nose, and mouth directly, being able to make choices for himself. Achike applied glue gently, added cotton wool, and then drew the eyes noticing and becoming interested in the transformative effect of their actions on materials. Siena and Enaya showed good fine motor skills as they applied glue, placed the cotton wool, and drew eyes. Lia was the last to start. After watching her peers engage in the activity, she picked up the sheep model and pointed at the paper plate. Then she proceeded with the activity just like the others.



Sunshine Room

Welcome Tai, Alfie, Noah, and Salma who have joined us from Rooftop @ Brook

Nursery Rhymes continued

Sunshine Room babies explored nursery rhyme activities for a second week as the babies enjoyed the theme the first week. Nursery rhymes are one of the main ways to support babies' continuous development in their communication and language. We planned activities such as Write Dance, painting, sticking, water play, and role play whilst focusing on a rhyme per activity.

Old McDonalds farm: CL/listening and attention

Sunshine room babies carried out a tuff tray activity with an 'Old McDonald' theme. We were already singing the song before the activity to familiarise them with the song. Esme and Mae were dancing up and down to the tune as they moved their whole body to sounds, they enjoyed.



The first child to show interest was Lillian as she approached the set-up first. She played with the model animals and when she picked up the horse, she started to role-play with it by moving it with her hands and saying "horse". Lillian was intrigued by the activity as she was there sitting beside the practitioner listening and watching the whole activity, she was even singing the rhyme imitating the practitioner "E I E I O", **singing whilst listening to music**. Mae showed interest in the activity as she was smiling, clapping and even bouncing up and down as she was watching everyone from a distance, **mirroring and improvising actions she had observed, e.g. clapping or waving**.

Esmé enjoyed playing with the model animals, she picked them up with her hands, mouthing them and responding to the music as well by smiling and bouncing up and down. Solomon went back



and forth to the activity, he played with the animals and repeated the name of the animals that the practitioner was saying like *duck, horse, donkey*, and "moooo", **enjoying rhymes and demonstrating listening by trying to join in with actions or vocalisations**.

I had a little turtle (Tiny Tim): Communication and Language/ Speaking, Ead/ creating with materials

The babies had fun with the water play set-up with turtles and bubbles in a tuff spot tray as they sang Tiny Tim before and during this activity.



Ayat, Sa'ad, Salah, Mae, and Esmé took part, they were enjoying the song, smiling at the practitioner, clapping, some bopping up and down and some swaying side to side, **moving their whole body to sounds they enjoyed, such as the music or a regular beat**. During the activity Sa'ad and Salah went to the water tray as soon as the tray was put down, they immediately played with the water by using their hands. Sa'ad used his left hand while Salah used both of his hands splashing the water using their gross motor skills, **responding to and engaging with the world that surrounds them, e.g. sounds, movement, people, and objects**.

Mae swayed her hands left and right to feel the water and after she saw her peers playing with the water by splashing it, she also started to lift her hand up and down and splashed the water as well, **imitating actions**. Sa'ad and Ayat played with the turtle and water, giggling, and smiling during their play. Esmé was enjoying the water play as she was giggling **playing alongside her peers**, had a big smile, and she used her right hand to feel the water and mouth the turtle. Solomon observed from a distance and joined in by singing parts of the song.

We also added fishing nets which they all explored, and the practitioner continued with the song and making bubbles, at the end of the song all the babies **anticipated the ending** as the practitioner clapped her hand while saying "Bubble, bubble, POP!"



Physical Play

We focused on **physical development** as some of the babies are transitioning from crawling to walking or already starting to walk further to help them become confident walkers.

Write Dance - Expressive arts & design

The children engaged in a write dance session using chalk to make marks in a black tray. Write dance encourages dancing along to songs that match the necessary physical movements enabling young children to develop **gross and fine motor muscle development, rhythm, coordination, and balance**. The combination of music, dance, and songs plus the connections between physical skills and the irresistible drive to move to music, come

together to create a fun way to move-draw-write!

At the beginning of the activity, Syra took an interest during the preparation as she was already by the practitioner's side keenly observing. She listened and focused on the practitioner singing 'Wheels on the Bus' and watched the practitioner and her peers carry out the activity. When she was asked to pass more chalk, she gave it showing she **understands simple sentences**. Sa'ad, Salah, Esmè, and Mae also did



the activity and as it was their first time doing *write dance*, they required more one-on-one. Esmè and Mae were enjoying it as both of them smiled and clapped at the practitioner, **listening to songs and imitating actions they observed**. Esmè and Mae attempted to put the chalk into their mouth so the practitioner supported them in having a go at making marks while she sang "Wheels go round and round" and made circular motions on the tray **experimenting with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration**. Sa'ad was not too interested in the activity as he joined in for a little bit to feel the chalk and have a bit of a go with the chalk. He picked up the chalk and tried to put it in his mouth but the practitioner discouraged him so he then felt it with his hands instead.

As soon as Salah heard the song "Let's Make a Circle" he turned his attention to the practitioner smiled and started to crawl towards the practitioner to join them showing he **understands different situations - able to follow routine events and activities**. He watched the practitioner making circles using the chalk and he reached for the chalk that the practitioner had and started to imitate the practitioner's move by making marks on the board with his left hand and started to move his wrist up and down to make dots on the tray. He also stopped to listen to the singing, **showing interest, dancing, and singing to music rhymes and songs, imitating the movements of others**. Syra helped put the chalk back away **following the practitioner's lead**.



Running race: Physical Development/moving and handling



To strengthen and develop the babies' leg muscles to encourage them to **walk independently** we played a running game. The practitioner set up a race track out in the garden, and they ran in pairs. The practitioner demonstrated by running up and down the

track and using keywords such as "let's run, who can run with me" and repeated "run, run, run", to support their **understanding of single words in context**.

Solomon approached the practitioner **responding to simple questions and understanding simple sentences**. Solomon and Syra were the more able independent walkers so they were



encouraged to go first as the other babies observed. Solomon and Syra held the practitioner's hand at first and walked at a fast pace across the track, they showed interest as they repeated it a few times and understood the activity well and they got more confident and faster each time, they **willingly to have go** as well as doing it independently, **developing security**

in walking upright using feet alternately and also running short distances.

Esme, Mae, Zachariah, Sa'ad, and Salah also had a turn with the support of the practitioner holding their hands and went up and down the track a few times, they were smiling and laughing along as they enjoyed the activity **responding to and engaging with the world that surrounds them**.



Carer's Week

In the week approaching Carer's Day at nursery, Sunshine Room babies had the opportunity to create some arts and crafts work that they could then give to their parents/carers. This helps promote children's creativity and imagination, fine motor skills, sensory development and their personal, social and emotional development. They created cards, salt dough ornaments, medals, and engaged in sports activities.

Making salt dough: Physical Development/moving and handling

The purpose of the activity was to make salt dough ornaments with their handprint and send it home for Carer's Day. The practitioner gathered the children at the table with flour, salt, oil and water. The practitioner labelled the ingredients as she was showing the babies and poured each ingredient into a bowl as the babies watched on. With a wooden



spoon, the bowl was passed around and they were supported in mixing and stirring it all up. The practitioner added water and formed the dough whilst continuing to pass it around. Sa'ad and Syra held the spoon with their left hand to mix the dough. Salah reached out his left hand for the spoon to have a turn. Esmé, Mae, and Zachariah put their hands in the bowl to touch the dough, [enjoying the sensory experience of making marks in sand, water, paste or paint](#).

Then the practitioner gave out a ball of dough to each child and supported them to print their hand onto it. We added more flour as the dough was sticky and the babies felt the sticky texture on their hands, [noticing and becoming interested in the transformative effect of their action on materials and resources](#). The babies also enjoyed rubbing the flour on the table with their hands, [and enjoyed the sensory experience of making mark](#). All the ornaments were placed on the baking tray ready to go in the oven.



In celebration of Carer's Day, the nursery held a Carer's morning filled with activities, games, and arts and crafts that they got to do with their parents/carers. In Sunshine Room, we had handprint poems, sensory playdough, and making sensory bags. The babies also enjoyed the tactile play with pasta in the tray, the carpet setup, and exploring the outdoor garden area.



Handprint poem cards

We had Ayat, Solomon, Zachariah, and Mae attend the event. The practitioner set up the table with different coloured cards with poems on them, and two colours of paint to choose from. At first, Solomon was a bit hesitant in holding the brush with the paint, but when the practitioner started to paint Solomon's dad's hand with orange paint, he immediately took another brush from the table and started to paint his dad's hand, [understanding different situations](#) but Solomon didn't let his dad or the practitioner paint his hand. He said "No".

Next Mae and her dad took part in hand printing. The practitioner painted Mae's dad's hand to demonstrate to Mae and encourage her to take part. Mae let the practitioner paint her hand and with her dad's help made a handprint on the card. Mae quite enjoyed taking part as she [enjoys the sensory experience of making marks](#).

Zachariah took part also with his mum and dad. The practitioner painted Zachariah's hand with paint and his dad pressed his



hand onto the card to make a handprint. At first, he was a bit hesitant but when Dad joined in, he was quite eager to have a go, **sharing interest and attention by looking to where the adult is looking, pointing and using his gaze to direct their attention**. Mum also took part in doing a handprint. All the parents enjoyed this activity with their babies and got to take their work home.

EID

During the Eid week the children did some creative activities. Eid Ul Adha is an Islamic holiday celebrated around the world which is a festival of sacrifice. This is also known as the greater Eid, which follows the completion of the annual Hajj pilgrimage. We want to support the babies to learn and experience different cultures develop an **understanding of the world** and share their own experiences from home. The babies took part in using playdough with Eid cutters, making Eid biscuits, having an Eid party, making paper plate cows, making sheep, What's in the bag, and exploring an Eid sensory bin.



Creating the Ka'aba: PD & Expressive Art and

Design/creating with materials

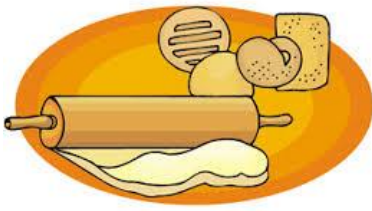
We introduced The Ka'aba ("cube") which is a sacred site, known as the House of God, to the babies by showing them a visual from a book and by using the

Ka'aba cot mobile. The babies were **pointing with interest** at the mobile and eager to touch it. Solomon noticed the stars and said "star", **using single words**.

The practitioner set up the activity with two square cardboard boxes, black and yellow paint, and brushes. The practitioner encouraged the babies to paint the box using black paint. Solomon watched at first, he then picked up the paintbrush, dipped it in paint, and started to paint the box using his left hand, **showing a preference in a dominant hand**. Whilst he was painting Syra was also interested in painting, she too picked up a brush, dipped the brush in paint, and started to paint the box using her left hand first then switching to her right hand, **mirroring and improvising actions she had observed**. Salah took part in painting, but he enjoyed painting his hands first, he then held the brush and started painting the box with adult support. Sa'ad also painted. At first, he painted the box and then he painted his hands and used both his hands to rub onto the box, then he rubbed his hands on the table **and enjoyed the sensory experience of damp paint**. The babies enjoyed this painting activity and achieved what they set out to do, which was **making marks using mark making tools with a palmer grip** and challenging their **gross motor skills**.



Making Eid biscuits: Communication and Language/speaking & Understanding the World/the world



The babies made some lovely biscuits. The practitioner introduced this activity with a recipe book on baking and showed them some images of biscuits and

other recipes. We used a bowl, wooden spoon, rolling pin, flour, butter, dates, a tray and Eid cutters. The practitioner next introduced some dates to the babies and chopped them up in small pieces as they watched, they also had the opportunity to taste a small piece and they were all **willing to try and taste different textures**. The practitioner explained each step of the process, from putting the butter in a bowl then mixing it until it goes soft and adding some flour. The babies listened with interest as they watched the practitioner closely adding the ingredients, **concentrating intently on an object or activity of their own choosing for short periods**.

Then Solomon showed interest as he was **frequently imitating words** such as *biscuit*, *butter*, *flour*, and *mix*, so the practitioner gave him the spoon and Solomon did some mixing using his right hand. Tai, Alfie and Syra also took part, as the bowl was passed around they did some mixing using their right hand showing an **understanding of simple sentences**. Mae and Esme were also at the table watching with interest and attempting to reach for the resources and ingredients, they also had a quick turn at holding the wooden spoon and prod the mixture, **showing a willingness to have a go**.

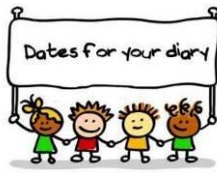
The practitioner then kneaded the dough together, rolled it out with a rolling pin and some babies also had a turn. They pointed out and noticed the patterns on the cutters such as the moon, star, mosque, camel and lanterns, **and became interested in the transformative effect of their action on materials**. Solomon, Syra, and Tai confidently used the cutters to press into the dough to make their biscuit shape and they used the circle one to make round biscuits, then we printed the Eid pattern on top. Esme and Mae were supported with making their biscuit as they enjoyed **exploring by linking together different approaches: looking, feeling, tasting, mouthing, pulling, turning and poking**. Once the biscuits were baked, they each got to take them home.



Parent Notices

- **No mobile phone/camera or any electronic devices that record policy:** Please put your phones away, Bluetooth or any electronic devices that record once you enter the nursery premises.
- **Please call the office by 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 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.
- **Please return nursery spare clothes.** Parents are welcome to donate clothes to the nursery such as socks, and hats.
- **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 store buggies in an orderly fashion,** do not obstruct the pathways and fire exits.
- **Please support us by folding your buggies & leaving space for others in the buggy storage.**
- **Please ensure your child does not bring toys to the nursery,** we will not be responsible for any toys that are lost.
- Please ensure your child does not bring small items such as coins/money into the nursery in their pockets, can cause hazard.
- Please provide extra clothes and nappies for your child's sessions throughout the week
- Please ensure your children are dressed according to the weather conditions.
- **Pick-up times;** pick up time is from 3.30 pm to 5.45 pm Can parents please ensure you are here to pick your child up: the latest by 5.45 pm, as we have too many parents coming in together which delays feedback and closes the nursery on time.
- Please ensure you collect your child on time to avoid our late payment fine.
- **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 admin on office@rooftop-nursery.com

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



Graduation Party
Monday 15th July

Annual Trip with parents
Friday 19th July
Nursery premises closed for trip

Summer Holiday
Last day Wed 14th August 2024 Nursery closes at 4 pm -
Re-open Tues 3rd September 2024 –
Mon 26th August – Bank Holiday
Mon 2nd September - Inset day

Winter Holiday
Last day Friday 20th Dec Nursery closes at 4 pm
– Re-open Fri 3rd Jan 2025
Wed 25th Dec – Public Holiday
Thurs 26th Dec - Public Holiday
Wed 1st Jan – Public holiday
Thursday 2nd Jan – 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 email us any suggestions/comments you may have to office@rooftop-nursery.com

Roof top nursery

Did you know we're on Instagram

**Please follow us on Instagram and recommend us
to your friends and family.**

roof.topnursery

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

Look out for all updates.

YOUR NURSERY



BABY ROOM



TODDLER ROOM



HEALTHY MEALS

0208 986 2006
07930 380443

info@rooftop-nursery.com
www.rooftop-nursery.com

 roof.topnursery