

June 2018 Newsletter

June Birthdays!!!

A very happy birthday to Adam and Rowan B!!

Male Carer's Day: Thank you to everyone that attended on Friday 16th June 2018

Congratulations to Amani's parents who had a baby boy **Zuberi**

It was a fun morning with all the male carer's attending. It was lovely to see the dad's and granddad's get involved with the activities. The outdoor activities were a success, thank you for taking part. Well



done to Sky's dad Jonathan Ashworth for coming 1st in the egg and spoon race and well done to Leon's dad Yannick Wurm for coming 1st in the sack race. All of the male carer's that attended received gifts, trophies



and medals. They all enjoyed a yummy meal too!



Photoshoot Update!!



Please return our photoshoot forms in by 2nd July and dress your child in colourful clothes!! Photoshoot starts at 9am so please be on time! Photoshoot is on Wednesday 11th July 2018.



Roof Top Nursery



DON'T MISS OUT ON THE FUN AND GET YOUR TRIP BOOKING IN...

Trip update: This year we will be going to Legoland on Friday 27th July 2018. **Please return your trip forms to the office by 4th July.** If you need another form please pick one up from the office. 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:

It's the time of the year when our children will be graduating from Roof Top Nursery. The children that will be graduating will have a special ceremony with a speech given by our Manager Hafiza. The speech will begin at 2pm and finish at 2.30pm. All the children that will be leaving their parents are cordially invited to attend the ceremony from 2 to 2.30 pm. The children have been very excited and have been practicing a special graduation song that they will be singing after the speech. After the ceremony the children will celebrate by having a group and individual photo shoot, a party and special entertainment by one of our previous parents Elke's mum.



Parent notices updates

- ✓ **Hot Weather:** Due to the hot weather please ensure if your child has sun cream applied before coming to nursery, we will then apply the nursery sun cream (Nivea factor 50) throughout the day unless you have a specific type of sun cream you would like your child to apply.
- ✓ **Fees reminder:** monthly fees are due in advance and not in arrears. We will be issuing fines for every late payment. The fine is £10 for each week you go over. Please ensure online payments have the correct reference, i.e. your **child's name**. **N.B. We do not accept cheque payments**
- ✓ **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
- ✓ **Nails:** Please ensure your child's nails are cut at regular intervals to prevent them scratching themselves or other children.
- ✓ **Buggies:** Please do not store your buggies on top of the rack in the decking area, space is provided outside Rainbow room.
- ✓ **No babysitting policy:** Staff at Rooftop nursery cannot babysit children that attend Rooftop Nursery for safeguarding issues.
- ✓ **No mobile phone/camera policy:** Please put your phones away once you enter the nursery premises.
- ✓ **Spare clothes:** Please provide a labelled bag with adequate amount of spare clothes (underwear, trousers, socks, nappies, wipes etc)
- ✓ **Return Nursery Spare clothes:** Please return nursery spare clothes.
- ✓ Please call the office by 9.15 to inform us of any absences or late arrivals.
- ✓ **Breakfast Time:** starts from 8.05 until 8.50am. If you wish for your child to have breakfast please arrive before 8.45am.
- ✓ **Health & Safety:** Please check your child's pockets to ensure they do not bring in coins or any objects deemed as a hazard.
- ✓ **Close the gate:** Please close the gate behind you upon entering and leaving the premises.
- ✓ **Parents Register:** Sign your child in and out daily on the register.
- ✓ **On time:** Please ensure your child attends nursery on time. Lateness causes disruption and affects the child's routine and ability to settle in.



Star Room

Welcome Finn to Star Room!

Ramadan

British Values: Tolerance of those of different faiths and beliefs.

This week Star room children learnt about Ramadan, many children were not sure what Ramadan is and what is done in Ramadan. [Listen to others in a small group](#), Naeem said “my mum is fasting in Ramadan my mum fasts” Kobe asked ‘What is fasting?’ Staff further explained to the children what fasting meant in Ramadan.



Understanding the World

Children in Star room were introduced to the topic Ramadan with a short clip about Ramadan. Kobe said “they eat lots of different food when they break their fast”. Naeem added “when my mum breaks her fast she eats this, pointing at the date and lots of water”.

Children are able to [learn that they have similarities and differences that connect them](#). In

the short video clip the children saw mosques where Muslims people go to pray, Naeem said “I go there with my dad sometimes to pray” Janai said “we sometimes go to pray in the church”, Marion added “I go to sometimes with my mum and dad” Staff explained the different places people go to pray such as churches and synagogues, also how some children do not have a faith. Star room children made a prayer mat.

[Make materials accessible so that children are able to imagine and develop their project and ideas](#), The children decorated

the prayer mat by using glue and a variety of different materials, as the children were making the prayer mat, the practitioner spoke about why people use the prayer mat and why it is important for them to pray in the month of Ramadan as well as the whole year round for Muslims. Marion said “my mummy works in a church”. Practitioners discussed further that not all people pray or have a religion.



Expressive Arts and Design

[Give time for children to initiate discussion from shared experiences and have conversations with each other](#). The Star children were recapping on what they have learnt about Ramadan so far, Kobe said “in Ramadan some people fast in Ramadan like Naeem’s mum, Naeem your mum fast isn’t it”

Children in Star room had the opportunity to taste some dates that Muslim people use to break their fast, Isabelle said “dates are very sweet” as she put it in her mouth, I love dates”. Naeem said “my mum breaks her fast by having water and dates”. Gabriella, Kobe, Otto and Isabelle also said, “the date taste a little like banana”, Marion added “No! The dates taste of sweets”. Overall, most of the children in Star room enjoyed tasting the dates and wanted another one, Kobe added dates are “yummy and they made me less tired”



Ramadan / Eid

The theme for Ramadan continued for a further week and Star room children started to look at Eid, most children now understand the term Ramadan. Gabriella said, "It is when you break your fast with dates", [Listening to others in a group](#). Kobe said, "they do lots of praying in the mosque" and Naeem said "yes Kobe, on a prayer mat with a hat like this".

Expressive Arts and Design

Painting a Mosque; Children in Star room were shown a short video clip on where Muslims children worship and how the mosque looks like, Kobe said, "is it like the church" Janai said "I go Sunday church with my mum and dad sometime and we do lots of praying". Naeem said "I go to the mosque with my dad and pray on the prayer mat" Esmail said "I go mosque with my dad too" [Learn that they have similarities and differences that connect them to, distinguish them from, others.](#)

Star room children made a mosque the week before, the children were interested in painting the mosque to use it for their role-playing area. Before carrying out the activity adult asked all the children what colour they think the mosque is, Kobe said "yellow" Gabriella said "brick colour like the church" [explores colours and how colours can be changed.](#) Adult asked the children if they know how to make the colour brown she put two colours on the table green and red, Gabriella said "blue and red makes brown" adult said very close, Kobe said is it "green and red". Children all mixed the green and red to make brown, "Kobe said "look my one is dark brown" and Otto said, "mines a very dark brown".

Forest Play

Physical Development

All the children were excited about forest play as it is one of their favourite activities. Star room children recapped on the safety rules before starting to explore the forest, Gabriella said, "No going past the red tape", Kobe said, "no picking no licking" and Marion said, "X factor". [Practices some appropriate safety measures without direct supervision.](#) This week in forest play the main activity was making nature people with different natural resources that children can find in the forest, all the children enjoyed

taking part by looking for different resources they can find around the forest to bring back to the collection point. Violet made a nature person and said "this one is my mum because she has a flower in her hair and this one is my dad because he has a beard". Ayanna pointed at her nature person and said, "look I made my mum with butter cup flower for her eyes".

During recent forest play sessions, all the children have been encouraged to have a go on how to climb the tree in our forest play area. The children have been encouraging each other during the climbing sessions by cheering each other as



they **are willing to have a go**. Edith says 'you can do it'. Yunus said 'I want to climb again' Jonah looks on impressed saying "oh wow you climb to the top" he said to Amelie. The majority of the children are now able to climb. The Practitioners have been supporting the children who are less confident by explaining step by step how to climb the tree such as making them aware of where their feet goes, how to use their arms to pull their weight up, how to stretch their legs to climb down. The children are always looking forward to their next forest play session; when Hafiza comes into Star room most of the children ask Hafiza when they are going to forest play again. The children that have been part of the forest play sessions this academic year will be given a certificate for their positive involvement to the sessions and also for being able to climb the tree which is an amazing achievement and supports their physical development and their self confidence!

Baking

Mathematics

The children took part in a baking activity, during the activity the children were encouraged to look at the different ingredients used to bake the cake and **to connect ideas to explain what is happening and anticipate what might happen next**. Gabriella, Kobe Violet and Janai described the texture soft and smooth, Gabriella said "it looks really soft and yummy" as she takes her turn to mix the ingredients together. Kobe said he hasn't had dates and it's really nice, when Kobe mixed the water with the mixture he said "it will be all sticky". To further develop the children's learning we discussed the weight of the ingredients and used the scales seeing how much the different ingredients weighed.



Fruit Salad

Physical Development

Star room children made some fruit salad, during the activity they **looked at the safety measures without direct supervision**. Janai, Edith, Amelie, Otto, Naeem, Marion, Kobe, Melissa, Amani and Gabriella took part in this activity. Most of the children independently took part in slicing their fruits which included mango, grapes, banana and strawberries into small slices whilst some of the children asked for a little support with cutting. The children were asked about safety when they use knives, Kobe and Amelie both said "you don't swing it around because it will hurt someone" and Gabriella said "you need to be really careful so you don't cut your hand" as she showed the other children how to cut the fruits carefully, this increases the children's hand to eye co-ordination and develops understanding about how to use tools safely for ourselves.



Colour bubble blowing

Expressive Arts and Design

Star room children enjoyed taking part in a bubble blowing activity; during **the activity they were encouraged to manipulate materials to achieve a planned effect**. The children followed through with the instructions given as they blew out of the straw to create the bubbly effect ensuring they did not suck the air up



but rather out of the straw, the coloured soapy water overflowed out of the pots as coloured bubbles which formed a coloured print on the paper. Using different paint colours for the effects the children saw how **colours can be changed**. As the children mixed two/ three colours together to make a different colour we discussed primary and secondary colours.

Rainbow Room

Baking Week

Personal, Social and Emotional Development

From observations staff noticed that Rainbow room children have been showing interest in baking and cooking as several children in Rainbow room have spoken about cooking activities they have done at home with their families.

Rainbow room children made pizzas for their baking activity, all the children enjoyed it and were very excited. The children **enjoyed the responsibility of carrying out a small task**. The children used muffins as their base for their pizza's then had the chance to spread tomato puree onto their muffin using a knife. Rowan had listened to previous instructions and remembered them by saying *"is this the tomato puree we have to spread for the bottom then?"* the children then added cheese and Theo questioned *"will the cheese melt when it gets hot?"* and Charlie had expressed to his peers *"I really love cheese"*. The next and final step was then to add sweetcorn and in the process of adding the corn the children had all taken the



opportunity to taste the sweetcorn. When the pizzas had been cooked in the oven staff had shown the children the end result of their amazing work and the children had **valued praise for what they had done**.



The children took lots of interest in the home corner throughout the week which had been set up daily as a bakery, this involved role play food such as muffins, doughnuts, bread, cakes and a cash register alongside money and a price list. The children had enjoyed making each other cakes and treats and made pretend tea for one another.

People who help us



Rainbow room children have been carrying out various activities based on people who help us in our day to day lives and emergency services; this was chosen as our theme this week as Rainbow room children continuously enjoyed dressing up and role playing fire-fighters, police people, doctors, and dentists.



Personal, Social and Emotional Development: Throughout the whole week in Rainbow room home corner, it has been set up with different costumes based on 'People who help us' and props, this is something the children took interest in every day. Rowan, Adam, Theo and Charlie engaged in role play with one another daily, by dressing up and acting out the roles they were dressed as and [seek out others to share experiences](#). One day Rowan and Theo dressed as fire-fighters with fire extinguishers putting out the fires in Rainbow room, Rowan said *"Theo I'm going to watch you to make sure you put the fire out properly"* and Charlie came along as a police officer saying *"is everybody doing good listening or I can arrest you"*. On the following day Anais helped Rowan set up chairs in a single line one behind each other and Rowan called all his peers asking *"who would like to board my fire truck to help me save the day"*. Through the home corner being accessible daily to these costumes the children had the opportunity to [play in a group, extending and elaborating play ideas, e.g. building up role play activity with other children](#) and also [demonstrating friendly behaviour, initiating conversations and forming good friendships with peers and familiar adults](#).

Physical Development and Communication and language

The children also engaged in some physical activities throughout the week such as painting, gluing and sticking decorating fire engines, fire man hat and ambulances. They also explored the dentist box which the children took lots of interest in and used the toothbrushes to practice brushing the teeth moulds. This activity helped several children in Rainbow room to [use language as a](#)

[powerful means of widening contacts, sharing feelings, experiences and thoughts and also beginning to use word endings e.g., going, cats](#). Oliver reminded his peers *"you have to brush your back teeth"* and Cade held the teeth mould with one hand using the other with a toothbrush to brush the teeth all over with a wet toothbrush and then when finished Cade showed staff for praise saying *"all clean"*. The children also used paint to create an ambulance and a police vehicle. Adams' parents kindly shared a photo of Adam and his sister Naomi sitting in real ambulance which is driven by their auntie as she is a paramedic. Adam was very excited to share this picture with his peers during circle time and told his friends in Rainbow room *"there was a bed in the ambulance and when people are hurt that's where you go to get better"*.



Yoga

Rainbow room participates in weekly yoga sessions. The sessions start off by the children making a large circle, sitting down with their legs crossed and taking big deep breaths in and out for 1-2 minutes. We then move on to the yoga poses that we follow from a visual yoga book. The children have mastered a few poses from weeks of practise such as the "mountain pose", "tree pose" and the "lion pose". From this the children have got to accomplish targets such as [squats with steadiness to rest or play with object on the ground and rise to feet with using hands](#) they can also, [can stand momentarily on one foot when shown](#). Along the way some children have thought of their own poses to add to our yoga sessions such as Amber who showed her peers to lean forward and place both hands on the

ground with their bottom in the air and then place one leg in the air, Amber says “*when your legs are in the air you have to stand like this for one minute*”.

In yoga Rainbow room also have battery controlled candles to sooth and relax the mood and also chakras and chimes to meditate after doing the physical yoga activities. Yoga is something the children look forward to doing and it improves our [moving and handling skills](#).

Tiny Mites

Expressive Arts and Design

The tiny mites club is something that all the children at Rooftop enjoy taking part in. Tiny mites club involves a different range of hand puppets with different names, looks and personality's. It is performed by a lovely lady called Janine who comes to visit us and does singing and dancing with the children and always has amazing props such as plastic plates that are used as driving wheels, a bubble machine and all different hand puppets of different animals and insects and fun



background music which the children love to boogie to. The [children join in singing favourite songs](#) such as “the tiny mites club”, “twinkle twinkle little star” and “the car song” and [shows interest in the way musical instruments sound](#) and now most children are [beginning to move rhythmically](#). When the children are told we have tiny mites today the children all quickly shout “yayyyyyy” and the excitement they show is amazing and so enthusiastic!



Me and my family

This week we have been focusing on me and my family. We started off by getting the children to have conversations during circle time about their families. We discussed the differences in our own families and compared it to each other's, as some children have brothers and sisters and some don't. The children were [curious about people and showed interest in stories about themselves and their family](#). The children read the book 'I love my mummy' and 'I love my daddy', the children took particular interest in these stories and talked about what they enjoyed. Amber said “*I like the story about mum and dad and I love my sister Jasmine*”. Each child took turns in talking about their family, this helped the children to [learn that they have similarities and differences that connect them to, and distinguish them from others](#).

The children did an activity of drawing their family members; they did this on a template of a person and then drew their parents' facial features. They were talking about the colour of their eyes and the colour of their hair and talked about how their parents differentiated from their peers. The children then [enjoyed pictures and stories about themselves, their families and other people](#), this was demonstrated when Rowan was holding his mummy's picture and said “*my mummy's hair is brown*” as he chose the brown felt tip pen and began to draw her, Adam says “*I drawing my sister Naomi, her eye is black colour*”.

The Rainbow room children also did an activity of making photo frames; this supported their fine motor skills as they used lolly pop sticks as the frame, sticking it onto their paper, during this activity some children [may be beginning to show preference for dominant hand](#).

Sunshine Room

Sunshine room parent reminders: Please sign in and out of register.

Role Play

Personal, Social and Emotional development:



Sunshine room children showed interest in dressing up last month whilst looking at the Islamic cultural clothing therefore we carried out a dressing-up theme for a week with different occupational costumes. We set-up a different theme each day, i.e. Police station, Fire station, Construction site, Doctors surgery and a Bakers shop. All the children took part **playing alongside their peers** and taking turns with support. They **engage in pretend play with toys** as we guide them in using the tools, fire extinguisher, walkie talkies, stethoscopes and bandages. The Sunshine room

children mostly engaged in the Baker's theme with the bowls, wooden spoons, jugs and baking trays. Some children wore the aprons and we made playdough pretending to make cake, pancakes, biscuits etc, the children put the playdough on the trays putting it in the oven in the home-corner.



Communication and Language:



Sunshine room children noticed the police outfit and equipment in the home-corner as they look at them and bring it to practitioner's attention; they are **creating personal words** as they babble to communicate with others. Practitioners label the dressing up items and this encouraged the children **to use more single words**. We painted a police officer and police car using blue paint on paper. Then we looked at builder's outfit and as we labelled the helmet, high-vis jacket and tools we got the children to

paint them on paper with yellow paint, some children can say "yellow, hat and car". They also have an understanding of single words in context, i.e. helmet, jacket and hammer. Throughout the week to support the children's **listening and attention** we read books relating to the theme, a book on 'Maisy dressing up', 'construction' and 'emergency vehicles', this supported the children **to listen and enjoy rhymes and stories**.



Baking

Physical Development & Communication and language Development:



To extend the children's learning and development we planned a Bakers theme in Sunshine room, as the children really enjoyed the day we did baking last week. The Sunshine room children took part in a painting activity to do hand prints and **they make connection between the movement and marks they made** as they created their cupcake



painting onto paper. We baked some cupcakes with the children and allowed them to mix in all the ingredients. Jack, Matteo and Noah really enjoyed whisking the eggs. Stanley, Gracie, Jayden and Aria all took turns mixing the ingredients in the bowl holding the wooden spoon. The children **are able to follow body language and simple instructions**. Next day the practitioner baked some bread with the children, they enjoy pouring in the ingredients, the practitioner modelled how to knead the dough so then using their **fine motor skills** and they explored kneading the dough. We had lovely feedback from parents to say the bread was very nice and the children enjoyed it on their way home. Next day we baked some biscuits and again Noah and Gracie pour in the ingredients, the children's **understanding of single words in context is developing** as the practitioner names and labels each ingredient and describes the set by step process of baking with them. Then everyone gets a chance to roll out the dough and use the biscuit stencil to cut out their shape. Through this they **were able to make connection between the movement and marks they make**. Lastly we had an activity with digestive biscuits and rolling pins encouraging the children to use their fine motor skills to roll, squash and crunch the biscuits. During this week we looked at books related to baking, recipe books and the gingerbread man story which the children showed interest in.



The Gingerbread Man Story

Literacy & Physical Development

Following their **interest in books and rhymes and may have favourites** we noticed their interest in the gingerbread man story so we thought it would be nice to look at the story in more detail. The children **handle books and printed material with interest** as they have been looking at the story books. The gingerbread man story also links in with their interest in baking. We made brown play dough so the children used the people stencil to make the gingerbread man and some children were able to **make the connection between the movement and marks they made** whilst others **enjoyed the sensory experience of the dough and make marks**. They also took part in a gluing and sticking activity in creating a collage of gingerbread men, then we decorated a house using a cardboard box, they covered it up in sequences, tissue paper and more. The children **used their whole hand to grasp the paintbrush and make random marks with different strokes** using orange paint to create our fox from the story. We also made some gingerbread men biscuits which they got to try **tasting new food and textures** during our afternoon snacks on the day.



Eid and Male Carer's week

Muslims around the world celebrated Eid to mark the end of Ramadhan and baby room took part in an Eid party during afternoon snacks with lovely party food. This allows the children to [interact with others in new situations when supported by the practitioner](#).

Physical Development:

In preparation for male carer's day the children took part in lots of physical activities during the week. To support the children's [balance, hand-eye co-ordination and gross motor skills](#) we set up small obstacle challenge within the room and during outdoor play. Matteo, Noah, Leon & Jack confidently used the tunnel. Stanley, Iris, Leon & Jayden enjoyed the slide. During outdoor play Gracie and Noah were using the stepping stones continuously with adult support. There was water play in a tuff spot with small balls, took the children's shoes and socks off to allow them to dip their feet in the water and kick the balls around, they were all involved as it was a perfect activity for the hot weather. Lastly some children took part in hand printing activity to create their cards for father's day and they were sent home. As for male cares event, it was a great turn out, the dads and carers came along and enjoyed the activities with their children.



Yoga

Physical Development



Sunshine room children are becoming more familiar with the yoga as they take part by sitting in a whole group and imitate the practitioner. They know to reach up and bend down to touch the ground. They also like to lay down whilst we sing 'sleeping bunnies' [They seek and gain attention in a variety of ways drawing others into social interaction](#) as they make their own movements and enjoy lying down. Gradually we will be introducing some yoga poses within the sessions.

Tiny mites



Sunshine room children were very attentive as they sat down waiting on instructions. [They enjoy rhymes and demonstrate listening by trying to join in with actions or vocalisations](#). The lady gets the children up to do the 'grand old Duke of York' song; they all took part in marching then touching the floor and reaching up. The children also like using the plastic plates as the steering wheel when singing the driving song.

