



**March - June Birthdays**

A very happy birthday to  
Gene, Delia, Oliver,  
Precious, Safeeya,  
Jasmine, Sonny & Soraia!



**Welcome back!**

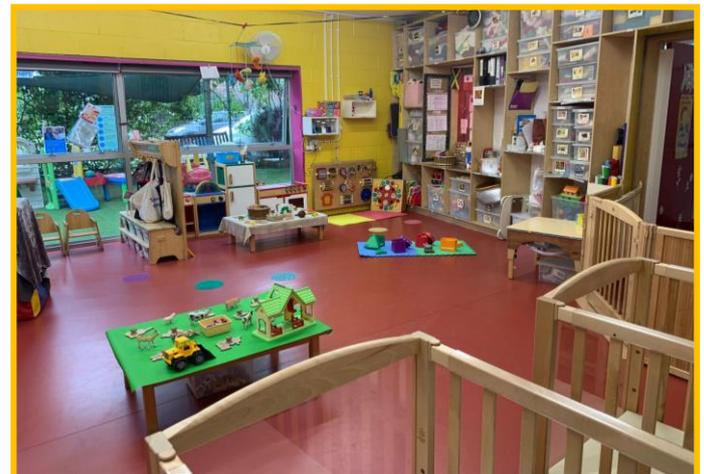
A warm welcome back to our children, parents and staff. It is great to see the children back and we look forward to having all the children back soon after what seems to have been a very unusual, unprecedented and challenging time for us all with COVID-19.

We have all had to adapt our way of life, our working and learning environment in light of COVID-19 and continue to do so. We have worked extremely hard to work on risk assessments to keep everyone as safe as possible within the setting and it is worth noting that our guidelines and risk assessments exceed those provided by the government.

Everyone seems to be adapting well to the regular hand washing (hourly hand washing), indoor / outdoor shoes, following the marked areas of play, having a one way system indoors, staying in our own bubbles, limiting number of people entering the building to name but a few. We would like to thank the parents for their support and cooperation with all of these new procedures. It's worth noting we are all still learning and adapting to manage this new way of life.

**Newly refurbished Baby room!**

What an amazing start back to the term with a brand-new refurbished Sunshine room! We have updated the furniture and layout with community playthings furniture to make it more welcoming and environmentally friendly.



The staff team want to say a huge 'Thank you' to Hafiza for working throughout the whole closure. Also thank you for continuing baby room refurbishments and contributing to a positive outcome for all the staff and children who can now explore their new environment.



## Updates & reminders

**Holiday** dates will remain the same- please refer to the calendar at the back of the newsletter for exact dates.

**Events** are cancelled due to Covid-19. However we would like to do something special with the families that attend for Graduation and our annual trip. We are thinking of ways to do this so we welcome any suggestion from parents on how to organise these events in a safe way.

### Transition to school

If your child's school start date has been delayed please inform Hafiza as soon as possible so that we can plan ahead for September and accommodate requests to extend spaces especially those parents who have given notice to leave this term.

#### Supporting children who will be transitioning to school

The staff are supporting the children that will be transitioning to school in many ways: We have been talking about the changes that are expected, answering children's questions and alleviating concerns.

We have been focusing on independent skills, enabling the children to put on their shoes and jackets independently as well as eating independently, pouring their own water, serving themselves, putting their plates and cutlery away in the designated places.

We are using photobooks for some of the schools that we have pictures of so the children familiarise themselves with the settings and routines. The children walked towards Benthall School to see a primary school from the outside which enabled follow up activities such as role playing and discussions. Furthermore there is a continued focus on phonics, learning new sounds, blending to make small words and learning to write their name as well as focusing on mathematics, specifically on addition and subtraction.

- **Some ways parents can support children at home:**
  - Talk to your child about school and the uniform
  - Go on the schools website and show your child pictures of the new school
  - Take your child to see the new school at least from the outside
  - Encourage independent skills
  
- Please speak to Akki or Alex to discuss any of these points further.

### Tapestry: Care diary

Please access tapestry regularly. As part of our adaptations we will be uploading our daily feedback on Tapestry using the care diary feature that is available on tapestry. Using the care diary feature we will be logging the children's feed, toileting, sleep and accidents and any other general feedback.

It is more important than ever before to activate your tapestry account if you haven't done so before, please contact Sabina on [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com) to request an activation link.

Once we share the care diary with you, you will see an option for 'Care Diary' at the top of the screen when logged in to the browser version of Tapestry. Click on this to view entries for your child/children. The care diary is not available on the app version yet. We will email parents with a brief description of how to use the care diary.

**Regular email updates for home learning:** We have been emailing parents on a weekly basis with home learning links suggested by Family Information Service since the closure. We hope you have found these useful and will continue to send these until *all* the children return to nursery.

### 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)

**Screen time:** We understand it can be difficult at home with children and the plethora of resources available online but please be mindful of how much screen time children are accessing throughout the day. WHO recommends children aged **less than** 2 years not spend any time passively watching screens. For children aged **2 to 5** they advise no more than 1 hour of sedentary **screen time** in 24 hours, though "less is better". These are only guideline please use your own judgement.

· **Buggy storage:** We have very limited space for scooters only. No buggies until further notice

### Routine reminders in line with new Covid-19 risk assessments

- Please provide a labelled bag with adequate amount of spare clothes for the week (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 in coins or any objects deemed as a hazard.
- No toys allowed from home
- Ensure your child has outdoor and indoor shoes at nursery
- Please drop your child off at the gates and collect from the gate
- Temperature checks are done for children upon entry
- Please maintain social distance outside the nursery gates when waiting for your child.
- Written feedback provided to avoid contact. Further discussions can be arranged on the phone between 2-3pm.

**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**. If we find there are other children with the same name, we will ask that you add the second name too. If you have had older children who previously attended Rooftop, please change the reference to the child that currently attends to avoid confusion when logging payments by our administrative staff. **N.B. We do not accept cheque payments**

### Brook updates

Our Brook site is still closed due to low demand but will be reopening from September 2020 as a **term-time only** nursery. Please watch out for confirmation for your allocated slots.

#### Welcome Back Babies!

So far, it has been a very successful re-opening of the nursery and transitioning back into Sunshine Room has gone really smoothly. We have really missed all our babies during our time off and we look forward to welcoming the other babies that we have not yet seen. We are thinking of you all.

#### New Room layout!

In Sunshine Room we have had some renovations completed. We now have two brand new wooden cots which the babies seem to really like!

We had a few sessions where the babies who are required to sleep in a cot, have had “Cot Play” to familiarise them with the transition from the old cots to the new ones. The aim was so that sleeping can feel more comfortable for them and it would not be so daunting when they go into the cots during sleep time.

We also have a new partition and gate installed in Sunshine room which now gives us a separate entrance to get into the room and keeps our babies safe from crawling over to the bathroom gate and into Rainbow room. It’s been a brilliant addition to our room and we will also be sharing pictures of our new layout.

#### Personal, Social and emotional development

##### Bonus session: Yoga

During our first week back at nursery Sunshine room children participated in a group yoga session. The aim of this session was to introduce mindfulness to the babies and to support their emotional wellbeing. We want to support our babies to [develop the ability to soothe themselves](#). We also wanted to test how well the babies observe what people do and to [demonstrate their listening by trying to join in](#) using actions and movements from what they have observed the practitioners do during the session.



During our yoga session we explored the sounds derived from using the singing bowl and the cymbals to hear the soothing sounds they make which also created an ambient environment for our session along with dimmed, natural lighting seeping through the windows. To add to this, we also used our sensory lights which illuminated the room with various colours and had calming music playing in the background. Our babies were fascinated by the different sounds of the instruments and the sensory lights, they showed good listening and attention skills by pausing and turning their heads towards the sounds and observing the lights.

Delia enjoyed lying down and was shown by a practitioner how



to complete one yoga pose (Child pose) whilst laying on her back with her legs up. When the practitioner let go of her, she tried to keep her feet up in the position that was demonstrated to her. Juno showed interest in the visual yoga poses and tried to imitate the cobra pose with support from the practitioner. Vida was able to demonstrate amazing poses such as the 'downward dog pose' through observing the actions displayed by the practitioner and maintained good attention and listening skills.



### Communication and language development / Physical sensory play

To support our children's understanding of simple sentences, we carried out an outdoor sensory play session where we used a variety of balls and played games as part of our main activity. During this activity the practitioners encouraged the babies to build **understanding of simple sentences such as:** "Pass the ball", "throw the ball", "catch".

Vida showed a good understanding as she was able to respond correctly to the different phrases. For example; she was able to throw the ball when she was asked.



During this activity we explored the different types of balls that we have at nursery and briefly went through the different shapes, sizes, and colours, slowly introducing differences to our children. Whilst outside we explored different ways to use the balls and introduced the children's independence in problem solving. When problems occurred such as; one ball didn't go as far as the other, we did our best to introduce simple language as to what happened and tried to make it as understandable as possible. All children were engaged and enjoyed this activity as it seemed to get them stimulated, this activity also encouraged our children to roll the ball back and forth to their peers and give them the opportunity to share.

Juno raised her shoulders and said, "oh no" when one ball disappeared behind a car. Vida looked concerned when it disappeared and then went to try and find it after an adult said; "Oh no, where has it gone?" this shows that Juno and Vida have an understanding of simple sentences and can find objects when they are out of sight. Helena was intrigued with feeling the different textures of each ball.



### Communication and Language - Water Play In line with Covid-19



In the second week of June, Delia, Helena and Juno all participated in water play. Taking into considering the Covid-19 risk assessment, we provided individual tuff spots for the children to have their own water and equally share sea animals to play and explore with. We supervised them and encouraged the children to **use single words** to identify the different animals that they had in their individual trays and to help them to **develop personal words as they develop their language**. The adults identified a few animals from the selection

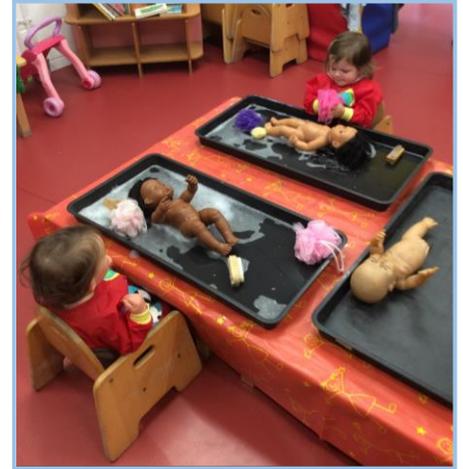


that each child had, making gestures or sounds that the animal makes to support the children to make links and think imaginatively.

Juno picked up a sea animal one by one by extending her arm and dropped them into the water. As it splashed, she said: "Uh Oh". As the adult responded: "Uh oh, you splashed me", she giggled and repeated this action a few times. Delia enjoyed picking the animals out from the tray and dropping them beside her onto the floor and Helena attempted to repeat the names of the animals.

### Understanding the world - Diversity

During the second week back at nursery we created an activity around diversity and trying to support the babies' exposure to different types of people at their level. The children had their individual trays of soapy water but this time they used bath puffs and wooden brushes to use with the multicultural baby dolls. We encouraged the children to brush the baby dolls hair with the brushes and to scrub their bodies using the bath puffs. Juno and Helena copied the actions that the adult demonstrated, [observing what people do](#).



We set out three babies of different race and talking about the differences at the babies' level. For example, the adult spoke about the texture of each baby's hair and compared it with their own, explored the colour of each babies eyes and compared it to their own using our soft, handheld mirrors.

### Maths – Handprints – Diversity

Another way we have been encouraging the understanding of diversity in a simplified way is through carrying out a hand printing activity. This was an adult led activity as the babies required guidance.

The adult painted each child's hands and encouraged them to stamp them onto a



large paper. The babies got to stamp their handprints a few times on the paper which has now been cut out and displayed on our diversity board!

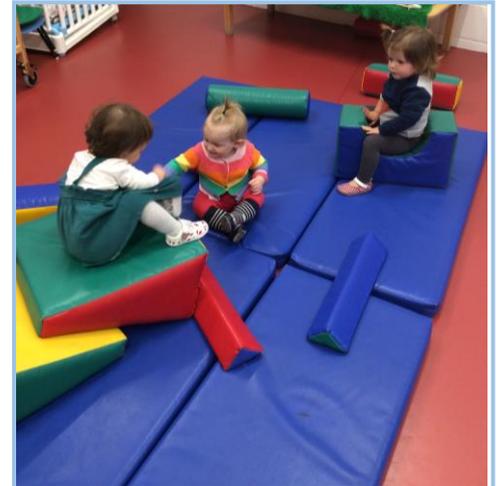
The adult talked about the different sizes of the hands including our own and counted the number of fingerprints we could see. This supports the children to [develop an awareness of number names](#) and [to say some counting words](#). We did another colourful painting activity using mega blocks to make prints to help them [make connections between the movement and marks they made](#) and they were encouraged to count the number of squares and name the colours.



## Physical development

Sunshine room children participated in soft play. Helena enjoyed playing with a practitioner. She often repeated the same play throughout the session. For example, when sitting on an arch shaped soft play, the practitioner shook it and made a long “woah” sound, the practitioner then tilted Helena forward slowly whilst she was sitting on there and she would fall off, landing on the soft play mat. Helena laughed each time this was repeated and would get up and sit on the same piece again to repeat the action.

Soft play aims to support children’s gross motor skills such as climbing, rolling, bending, stretching, and lifting the small soft play pieces using the strength in their arms. Through taking part in soft play this encouraged Sunshine room children to engage in risky play.



Vida enjoyed stacking two pieces together to make a step and would sit and bounce down the step. She would often exclaim: “Look at me, look at me” and then would giggle and repeat this

action and phrase, over and over. This shows that she [copies familiar expressions](#).



Another way of exploring diversity was by engaging in an Indian style Yoga session. We created an Indian style ambience by playing Indian meditation music and expressing “Om” or “Aum” which is a sacred sound and a spiritual symbol. Juno laid on her back on the mat, tapping the bells together making short ringing sounds and would often give them to an adult so that they too, can make a

sound. Meanwhile, Delia was cooperative with the adult assisting her into a position while lying on her back. The adult raised her legs upright to make a right-angle shape with her body.

The babies showed good listening and attention skills when the music began to play as they looked over in the direction the source of the music was coming from. This shows that they are [paying attention to dominant stimulus](#).

### Our little Bumblebees: Physical Development

Sunshine Room got busy with bumblebee activities. Helena and Juno participated in a tickly activity, where their feet were painted with black and yellow, horizontal stripes as part of large scale make making. *We had such a giggle!*

The children’s painted feet were guided onto a large piece of paper and Helena and Juno seemed to [enjoy the experience of making marks in paint](#), as she smiled after noticing her foot print on the paper.



After Vida had a turn at stamping her foot, she gasped and said: “Vida Foot” while pointing towards her print. When the adult responded with a smile and said: “Yes, Amazing!” she giggled and asked: “Again?”

Helena curled her toes when the adult brushed on the paint and giggled, pulling away and also seemed to enjoy the result of printing her foot onto the paper. When Helena noticed her print, she gasped then smiled and said: "Oh" as she looked at the adult.

### Mathematics

We ventured out into the garden and collected tiny, white flowers that had been falling from the shrubs surrounding the garden. We collected them into flower pots and brought them back into the room, ready to create a beautiful arrangement.

When we got back into Sunshine Room, the babies used PVA glue, glitter and the flowers we had previously collected and create an arrangement of each material.

Vida, Juno and Helena had glitter put into their palms and independently sprinkled it over their individual papers. Helena, Juno and Vida enjoyed collecting the flowers, **filling and emptying the pot**. Vida and Helena repeated this a few times.



### Communication and Language

Vida dumped the flowers onto her paper then tried to pinch the flowers to pick them up and re-arrange them a few times, **using her thumb and finger**. She showed her ability to **use single words** and said: "Oh, (Gasps) Flower. Look".

### Planting

The children enjoyed a gardening session putting together their plant pots with cress seeds. Spring is the perfect time to make the most of the shining sun and nature so Vida, Helena and Delia, participated in planting peas, outside in the vegetable patch together.

Vida attempted to dig the soil with a large plastic scoop and when she was able to dig away at some of the soil she held the scoop out towards an adult and said: "I did it", while **pointing with eye gaze to share her interest**. When she continued digging at the soil, she exclaimed: "Look at me! Look at me!" and when the adult praised her she giggled and



shrugged her shoulders upwards. Helena joined Vida by attempting to dig with an identical scoop. She seemed to say, recognizably: "Dig, Dig, Dig" in the same way that the adult had previously said. Delia **observed what her peers were doing** and eventually seemed confident enough to **use her sense to explore the soil** with her hands. We continued their interest by planting some more and they helped plant a flower which they looked after by watering it. We also added some creative Minibeast windmills.



As Father's day approached, the children used card and craft materials to create their very own father's day cards.

## Trip to the local park

Sunshine room took a trip to Hackney downs park as the weather has been nice and the children have been enjoying outdoor play in our garden. Whilst 2 younger babies were in the pushchair, Juno and Vida walked with a practitioner, as they made their way to the park.

During our quick journey, Vida was able to point out the park as we approached it and said “there it is!” When we arrived to the park we discussed a safe spot and cordoned off a section with red tape so the children would learn to stay within the barrier, they noticed their surroundings pointing out the dogs, trees, people, and a train passing by.

We took out the balls and allowed the babies to play. Delia was walking with a practitioner holding their hand whilst the others were throwing and collecting the balls with the practitioner. After a little session of playing, sunshine room had snacks at the park as they sat down in a circle. After having snack the children helped pack the balls away before heading back to the nursery.

## Communication and language

As a follow up activity the children drew pictures recalling their trip to the park. To help them remember we drew a big tree and the balls we played with. The babies were able to say simple words such as “ball”. Vida then started to mention her “mummy and daddy” which led to the children to start making their own marks. This activity was then extended to drawing family pictures.

The practitioner helped the children to draw family figures and Vida named each family member including herself then she pointed out to the practitioner to add the “eyes” then started to make marks over the faces drawn. The children were all able to use a whole handed grasp, when holding the crayons as they made lines going across the paper, as well as zig-zag shapes. All the babies began to repeat the words mummy and daddy whilst doing this activity as the practitioner was talking about families.



## Rainbow room

A warm welcome to Precious who has joined Rainbow room!

### Welcome back rainbow room!

A big welcome back to all of the children, parents, carers and staff after a long break from nursery, we are so excited to see you all again! We hope that everyone is keeping as safe as possible and staying healthy during this time, we truly have missed you!

### First week back – Germ week and understanding our new normal

#### Physical Development: Health and Self-Care

To welcome our children back and get use to our nursery environment and our new normal, we have been learning all about germs and how we can help to stop them spreading! Washing our hands has been very important for us! During our activities, the children were asked what they already knew about germs, they had the opportunity to **use simple sentences** (e.g. 'Germs can be good and bad') and **began to use word endings** (e.g. **washing, bubbling**). For example, Jasmine and Rafal were able to use their creative skills and paint their own 'coronavirus cells' that are now proudly displayed on our wall! Once the children had finished their painting, Jasmine took responsibility to lead Rafal into the bathroom and share the soap, we are so lucky to have such caring friends in Rainbow room.



With washing our hands becoming even more important during our daily routine, we have shown a great ability to **adapt to changes in our routine** and have learnt a new song that helps us to keep washing for twenty seconds!

#### Personal, Social and Emotional Development: Box of feelings activity

We have all experienced big changes over the past few months, so we felt it was important to keep discussing our feelings together and share our personal experiences during the lockdown period. Both Rafal and Jasmine, really enjoyed our box of feelings activity and were able to show **they could maintain their attention, concentrate and sit quietly during appropriate activities**.

Jasmine shared her experience of seeing rainbows in lots of windows during the UK lockdown and told us how they made her feel "very happy". Rafal shared experiences of "going to the park with mummy and daddy" and "playing with the football". It was great to hear how much fun they had whilst at home! Whilst discussing our lockdown experiences,



the children showed they could use language to **organise, sequence and clarify thinking, ideas, feelings and events**. We cannot wait to have our friends back to share even more of our fun stories with them!

It was also great to see Rafal and Jasmine, showing real growth within their emotional intelligence. Throughout the session, the practitioner gave the children a selection of cards and challenged them to match them to the correct feeling (e.g. happy, sad and angry).

### **Bonus classes: Yoga sessions**



Being able to practice mindfulness and express ourselves through movement has been a great way to unwind and relax whilst we are at nursery. During our yoga session, the children were able to **follow directions (if not intently focused on their own choice of activity) and to begin to understand more complex sentences**. With this, by following the practitioner's poses such as the child pose, tree pose and mountain pose, we were also able to practice **squatting with steadiness to rest or play and rise to our feet without using hands**.

### **Understanding of the world – Glitter germs/Making rainbows**

Beginning to understand the wonderful world around us has been great fun for Rainbow room. Throughout the week our children showed a growing interest in understanding our new hygiene procedures and the rainbows we had seen in all of the windows! Having heard lots about germs, we took part in an activity to help us visualise just how our germs can spread and be cleaned quickly! During the activity, Rainbow room children showed that they could **hold their attention for short periods of time** and are **beginning to notice detailed features of objects in our environment**. The practitioner showed the children how to place their hands into the glitter and water, afterwards they played with their toys and saw how easily the glitter germs got everywhere! Rafal said "Wow, look at the germs!" and Sara was eager to use the soap saying, "oh dear!" The practitioner encouraged the children to squirt a small amount of soap into the bowl and then they watched the germs move away quickly. Rafal was very excited and said "the bubbles help it". As we washed away the glitter germs from our toys, we all sang "This is the way we wash our toys" and then put them out to dry. Singing our new song showed that we are **learning new language rapidly and beginning to use it to communicate!**



Our next activity was using light (torches) and CD's to create a rainbow! All of the children were very excited as the rainbows reflected onto the page and we used crayons to colour in the patterns we saw! Jasmine showed that she was able to begin to **use complex sentences and questions** by asking the practitioner "why is it making a rainbow?" To answer the children's questions the practitioner asked the group for opinions, Rafal suggested that "it is the torch" and Iris wondered if "it works with a big light". Curiosity is key for new language and learning opportunities! The activity further allowed the children to show that they are becoming more **confident in operating simple equipment and skill in operating different toys**.

## Physical Development: Moving and Handling



Continuing with our theme of rainbows, Rainbow room took part in a collage activity. Together the children ripped pieces of coloured paper into small squares, Rafal helped the practitioner to “make it small” and “bigger” showing that he **is beginning to categorise objects according to their shape or size**. As they began to stick, Jasmine was able to recognise all the colours and stick them down in continuous patterns. Following the practitioners instruction, they managed to create a beautiful rainbow that is now on display on our room window! Great job Rainbow room!



Physical activities allow us to keep our bodies healthy, in Rainbow room our children love dancing to stay active! The practitioner asked the children to vote for their favourite songs by raising their hands and then followed the actions and danced faster or slower. Moving at different speed allows the children to show that they **are beginning to experiment with different ways of moving** and that they can now **squat with steadiness and rise to our feet without using our hands**. Dancing is great way to keep the children active and allows them to become even more familiar with some of their favourite songs, Rainbow room children will be learning some more new dances with the practitioners soon!



## Understanding the World: Special Guest (Miss T the Tortoise)

As we have been exploring our garden and understanding seasonal changes, we had noticed new creatures such as snails appearing in our garden! As the practitioner spoke to the children about snails, Iris noticed that it had a “pretty shell”. Following our interest in shells we spoke about other animals that may have their own shell and found out one of our practitioner’s has a pet tortoise!

We met the tortoise and discussed its environment, favourite foods and how we can touch them gently and look after the tortoise. Using our new knowledge about tortoises, Rainbow room children were able to ask questions and show **understanding of prepositions such as “under”** as the tortoise moved under the straw and climbed “up” into the water bowl for a bath.



Overall, our children loved having the tortoise come to visit us at nursery and very much enjoyed the language opportunities that came from it!

## Growth

Rainbow room have been showing interest in growth, **noticing detailed features of objects in their environment**. The children have been looking at the different plants in the garden and observing their growth. Jasmine pointed at the plants “they need lots of water to grow tall like me”. Rafal says



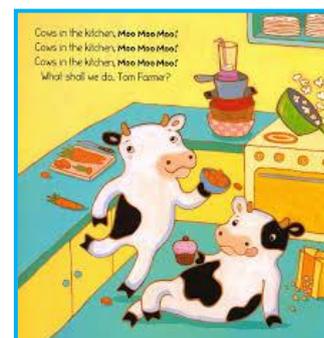
“they are small”. The children talk about how plants need water and sunshine to grow. Jasmine says “they need lots of sunshine to grow like us”.

## Planting session

During our planting activity the children used a spade to transfer soil from the tuff spot into their plant pot. They used a **palmer grasp** to hold the spade and followed **simple instructions** from the practitioner who modelled how to put the seed into the soil the right way around. The children then all choose to plant French bean. Alba used her index finger to make a hole in the soil and put her seed into the soil. Jasmine said “we need to water the plant for it to grow” and Rafal said “they need to stay outside”.

## Physical Development Making Farm Animal

Rainbow room children have been showing an interest in animal play and farms and particularly in the storybook *Cows in the Kitchen* during outdoor play where they was playing with farm animals and singing lines from the story using props.



## Water play

Rainbow room children have been showing a particular interest in water play during our theme on growth. Sara, Alba, Rafal and Jasmine have been playing with water in individual tuff spots with animals. The children splashed the animals in water, Alba said she has a cow and sang *Old McDonald* with her peers.

## Male Carers' Day

**Language and development/ Personal Social and Emotional development.** Rainbow room children chose to listen to *I Love Daddy* during story time which encouraged conversations between the children.



Alba pointed at a picture and said: “That is daddy bear”. She then pointed at herself saying “I love my daddy” to which Rafal also said “I love my daddy” and Jasmine added “I love my daddy too and my mummy”.



## Expressive arts & Design

During a mark making activity, the children were given different mark making resources to make a card for their dad or carer. They were given a choice of crayons or sticking resources to make their cards. All the children chose to use sticking resources to make their cards. Alba used a glue spreader in a palmer grasp and described the paper as “shiny”. Jasmine **chose a particular colour to use for a purpose** “Daddy likes blue, he likes blue so much” sticking blue shiny paper on the large paper.

## Star Room

### Personal, Social and Emotional Development:

We want to say a warm welcome back to all the children and parents, we are so pleased to be getting back to somewhat of a normal life again and see all their little smiles!

We have been so excited to recap everything the children learnt before lockdown and also teach them lots of new things! We had a few tears on arrival but after those were wiped away; we got stuck straight into having as much fun as physically possible.



Star Room settled back in very well, they were thrilled to tell us all about what they got up to during their time away from nursery. Zam, Matteo, Johnny, Aria, Ivor and Camille showed that they were able to [confidently to speak to others about own needs, wants, interests and opinions](#).



They demonstrated this through drawing pictures of what they got up to, for example, Zam said "I went to Maila's house and we had a pool party, the water was really deep. It was taller than me!" Matteo said "I went to the park and I was riding my scooter!" We were so pleased to hear that the children had such an eventful time off during a strange time for us all.

We were also very delighted that the children came back ready to learn, have fun but also were able to show they were [confidently aware of the boundaries set, and of behavioural expectations in the](#)

[setting](#). The children were confidently following nursery golden rules and were even guiding each other rather than an adult supporting! For example, we have reminded the children to only use one pump of soap while washing their hands every 20 minutes, they have demonstrated their understanding of the rules and are now reminding each other while in the bathroom!



### Literacy

On our return to nursery, Star room staff are very focused on ensuring the children are ready for school in September as we have missed out on some valuable time to learn our sounds, blend

them together and beginning to start writing our own names. For this reason, we will be doing phonics a little more often than previously and trying to recap every day! We have been doing this in various methods such as during free flow in creative ways, during focused adult led sessions on the large white board/chalk board, using the junk modelling to create post boxes, and using 'what's in the box' with the objects that begin with the letter we are learning. This enables the children to become even more confident in [linking sounds to letters, naming and sounding the letters of the alphabet as well as beginning to write their own names and other things such as labels, captions](#). Star room recapped the group 1

letters which are S, A, T, I, P, N and are now able to blend three letters together to make a word.



We have moved on to group 2 of the jolly phonics program and are learning E, CK, H, R, M and D. We would love and really appreciate for the parents the continue the weekly sounds to ensure the children have them glued in their brains, meaning we can carry on to the next letter and eventually blend the sounds from different groups into words!

## Fun Games & Settling back in to nursery

### Communication & Language

As it is only our first month back at nursery, we have ensured to take steps to settle the children back in to their routines, and have as much fun as possible! Despite COVID 19, we want to continue to provide messy play and experiments in the most safest and hygienic way possible. This is because it not only encourages children to take risks and follow instructions but is also a tremendous way to build language and understanding of their knowledge.

We encouraged the children to make their own pots of slime and ensured the risk assessment was followed through properly. Star room had so much fun as they got their hands all messy and described the texture of their slime. Aaron, Gracie, Aria and Johnny were able to [extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words](#). Aaron got stuck straight in and said “what is happening here! Mine is not very slimy yet!” as we needed to add more contact solution to the mixture. Gracie was so excited about the texture and could not stop giggling!

Star room also took part in drawing self-portraits. We used a small mirror for the children to look into and draw what they could see. Matteo was able to draw a picture of him confidently, which included himself, his parents, and then began to [use language to imagine and recreate roles and experiences in play situations](#). He showed this by speaking about a fire coming from upstairs and coming down to touch him. This may have been because we have been reading about fire brigades and “Frank the Fire fighter” recently. Aria allowed her imagination to also run free as she decided to draw a picture of herself, and her soft toy friends, Greedy Gorilla, Anxious, Rory the Tiger and Princess Polly with her wand in her little bag, who magically got them out of the supermarket and once again, away from a fire.

Lastly, we had a little visitor called Tee who is Sherielea’s pet tortoise. Gracie was very interested in Tee and was reminded to be gentle when touching it as she became so comfortable with it she began to pick it up!

### Physical Development/Yoga Update

On return to the nursery, we have noticed an outstanding improvement within their yoga sessions. Ivor, Johnny, Zam and Camille showed amazing effort to follow the instructions given to move smoothly between poses and practice deep breathing.



Star room were able to experiment with different ways of moving and also travel with confidence and skill around, under, over and through balancing. We carried out the warrior Pose, the butterfly pose, some ballet stretches and many more. The children also took the time to sit cross legged, closed their eyes, and breathed in through their noses and out through the mouth. They did this so amazingly well which enabled them to slowly go into their mindful thinking time. They were encouraged to lay quietly for 6 minutes which we thought may be a little challenge for them after returning back to nursery after some time, but they did a great job and everyone cooperated so well!



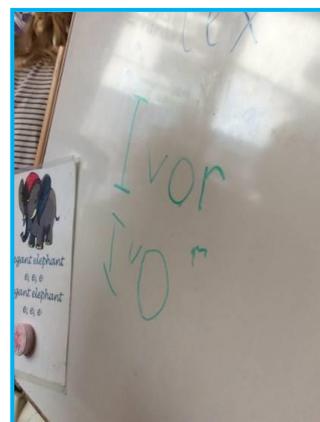
### Getting ready for school: Understanding of the World

As September approaches, we are preparing the children to move on to big school. We have been practicing our phonics as often as possible, and the children are even able to write their names. We have been having discussions about the types of rules at school and looking at our transition books to familiarise ourselves with the change of classrooms. Camille, Zam and Gracie have spoken about their new schools and shown excitement, they have demonstrated that they are able to look closely at similarities, differences, patterns and change. This was shown as we spoke about the difference between nursery and school, such as having a lot more friends in your class, that we need to practice putting our shoes and clothes on independently, and how big their playground will be!



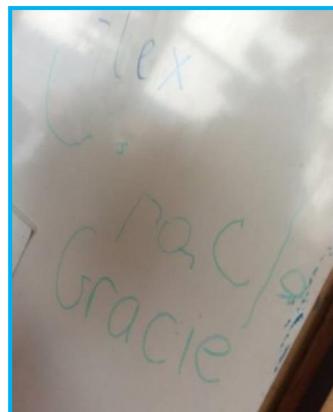
Star Room practiced their graduation song in preparation for the ceremony next month, and will most likely be singing it in their sleep! This shows that the children are able to build a repertoire of songs and dances as we sang our "Thank you" non-stop.

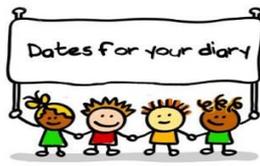
Star room also took part in a letter treasure hunt where they were encouraged to talk about some of the things they have observed such as found objects. Star room closed their eyes and waited for the adults to hide all 8 letters around the room, then searched high and low. Once everyone had found their letter, we regrouped and tried to form them on the white board. The children did an amazing job at forming their letters and linking the letter to names of objects and animals!



### Physical Development

Star room were encouraged to take part in some school related activities, such as riding bikes and scooters on the roof while being supervised (one at a time), and cutting around stencils to improve upon handling tools, objects, construction and malleable materials safely and with increasing control. We also provided the children with lots of opportunities to practice writing the letters on the board and sound them out, showing they were able to begin to form recognisable letters and also to continue using a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Gracie, Matteo, Aria, Camille, Safiyyah and Zam are becoming a lot more confident in writing their names and followed the adult's finger as they took complete control of the pen!





### 27<sup>th</sup> Month Review

Temporarily suspended at nursery, parents are expected to get a call from their own Health Visitor to arrange a review over the phone.

### Parent's Afternoon

(Online via Zoom)

**Fri 3<sup>rd</sup> July**

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

**Brook Photoshoot: Tuesday 7<sup>th</sup> July**

**Ottawa Photoshoot: Wed 8<sup>th</sup> July**

**Ottawa Graduation party: Mon 13<sup>th</sup> July**

**Brook Graduation party: Tues 14<sup>th</sup> July**

### Last day for Term time children

**Fri 17<sup>th</sup> July**

### Annual Trip with parents (Local trip maintaining social distance)

**Fri 24<sup>th</sup> July**- Nursery premises closed for trip

### Eid Holiday

**31<sup>st</sup> July (TBC)**

### Summer Holiday

Last day Thurs 13<sup>th</sup> Aug, Nursery closes at 4pm

Re-opens Wed 2<sup>nd</sup> Sep

## 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.

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

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

## Comments/ Suggestions

Please feel free to email any suggestions/comments you may have or complete and return the slip to the office or post it into our suggestion box located on Rainbow Room counter.

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