

Happy Birthday!
Sophia, Ayaan,
Corto, Rayan,
Theodore, Syra,
Sa'ad and Salah

Roof top
nursery

Roof Top Nursery

Celebrating Carers Day at Rooftop Nursery

Female Carers Day Event

It was a joy to open our doors on Friday 4th April to all our amazing parents/carers. Thank you to all the parents and carers who attended and made the day special. We hope you all enjoyed meeting the other parents, meeting the staff, the tasty food and the presents. As part of this special day, there were plenty of activities such as paper plate handprints, making sensory shakers, making pasta jewellery, sandwich making and many more. Some parents also enjoyed being pampered, getting their nails done, and getting a back massage.

Also, a big thank you to our cooks who made delicious food for all the parents and staff and thank you to all parents who filled out our feedback sheets on the day and gave great feedback. We hope all the parents who attended on the day liked the gift they each received from our lovely manager Hafiza.

Here are a few parent comments from the event:

"Meeting other parents, doing crafts and activities"

"Food! Always so good! Also getting to meet new parents"

"Enjoy my day with my son, and meeting other parents and children, exchanging experiences."

"Spending time doing activities with my daughter and the hand massage"

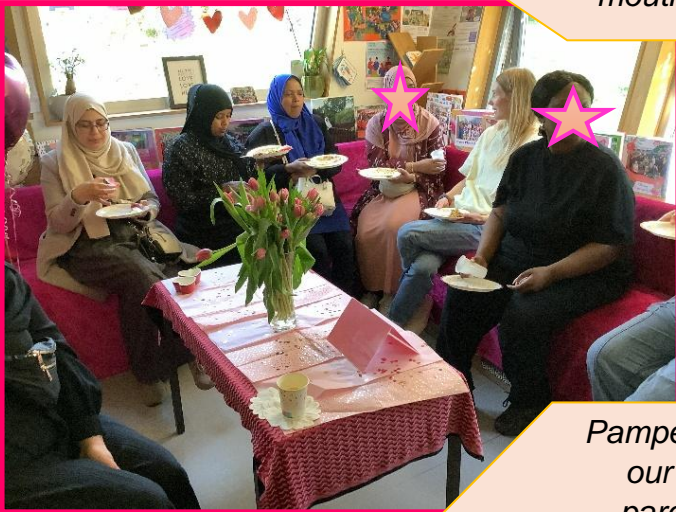
"The attention to detail, and all the effort put in"







Enjoying some delicious mouthwatering food

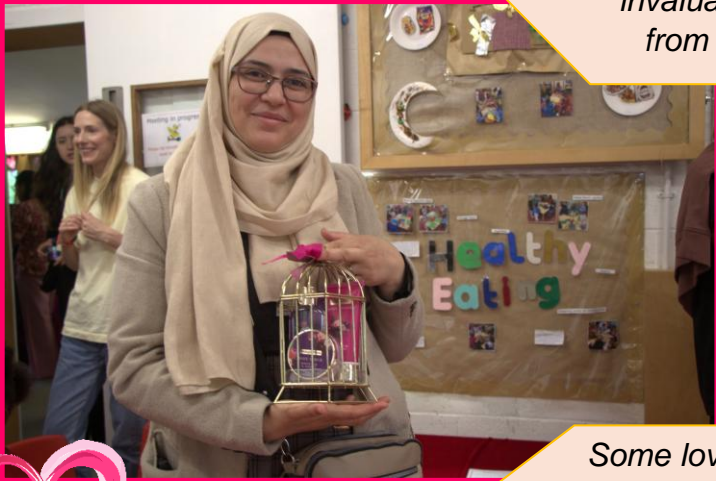


*Pamper session for our wonderful parents/carers
Massages and Nai spa*





Working in partnership with parents, staff gaining invaluable feedback from the parents



Some lovely gifts from the Manager Hafiza



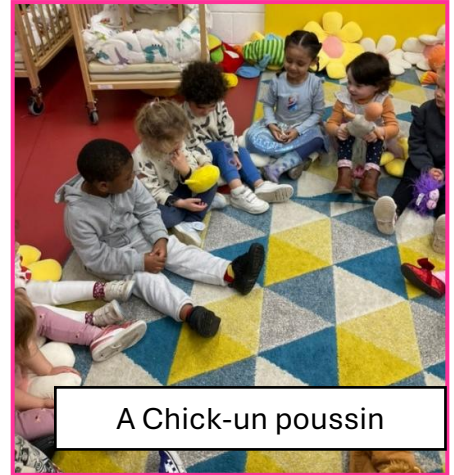
Bonus class - French



Debbie imitating the movements of a chicken by flapping her hands and children followed her



Easter-Pâques



A Chick-un poussin



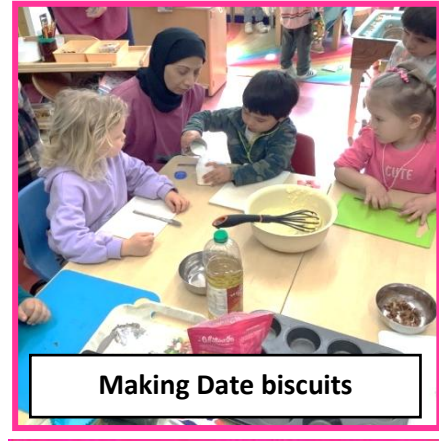
A chicken- un poulet



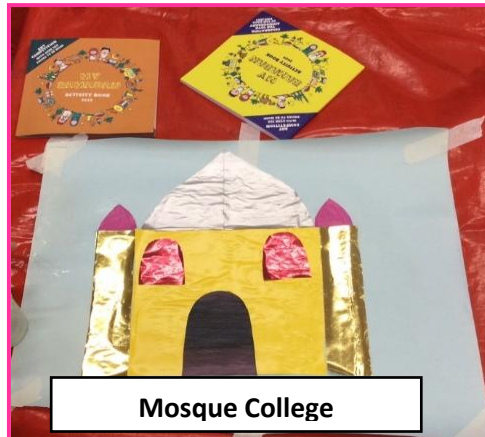
Pâques



Learning about different culture and religion; Ramadan/ Eid



Making Date biscuits



Mosque College



Eid Party



Having fun with a confetti Cannon



eid mubarak
TO YOU AND YOUR FAMILY!

Ramadan/ Eid;

Rainbow, Sunshine and Star room children enjoyed a fun Eid party. We had the rooms set up with beautiful decorations. Some children and staff dressed for the party such as Nell, Juliet, Galad, Sophia, Mia, Sylvie, Lia and Iris who had their colourful dresses and skirts. The children were looking forward to the party, constantly saying "We have an Eid party". They all sat down and enjoyed a selection of delicious snacks such as vegetable pasta, pineapples, crisps and drinks. Furthermore, the children gathered in rainbow room to enjoy a session of dancing to a variety of Eid songs. They held hands in groups to jump, twirl, hop and clap their hands. Hafiza had bought a confetti cannon to pop with the children. They all counted down from 10 and watched as the confetti popped and the children tried to jump and catch the paper inside. To end the party, Hafiza bought out the bubble machine and the children jumped in excitement to pop the bubbles whilst giggling and laughing collectively.

Parent reminders

Staff Award of the Year

Every year, parents, carers, volunteers, and staff vote for a staff member they feel deserves to win the title of Staff Award of the Year. It is a way of rewarding staff for working hard and being committed to their job. The staff member with the highest vote will be rewarded with a one-week paid holiday and an engraved trophy. Please look out for the email and remember to vote.



Staff Award Ceremony

The winner will be announced on the staff award ceremony on Friday 20th June at 5.30pm.

To celebrate this occasion, **the nursery will close at 5.00pm on Fri 20th June**, so please arrange for your child to be picked up earlier on this day.



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.

Star Room

Reminders

Football: Tuesdays, fortnightly

French: Wednesdays, fortnightly

Book bags: changed weekly every Tuesdays or Thursdays. Please remember to return them.



Road safety

The children participated in multiple activities about safety and dangers. They learned about the importance of keeping safe while developing their critical thinking skills. They learned about stranger danger, played a traffic light game, and drew pictures of people who help us such as police, firefighters and doctors. They enjoyed role-playing doctors and playing emergency games, pretending someone was in danger and calling the police or firefighters to come and help. All these activities supported the children's imagination and also life skills, knowing what to do in emergencies. The children have also been watching short, child-friendly video clips on stranger danger to develop their understanding further. Please see the attached video link below, which you can watch with your child at home to recap their learning.



www.youtube.com/watch?v=fEtJtFEVDbI

Stranger Danger

Understanding the world – The world

Star room listened to a social story about stranger danger. The practitioner first read the story of *Little Red Riding Hood*, which the children all knew really well and was a great way to start the topic of stranger danger, referring to the wolf as the stranger who was dangerous.

The practitioner asked the children if they knew what a stranger meant and Marley very aptly responded, "somebody you don't know". The practitioner asked the children if we should talk to strangers, and all the children replied "no".

The practitioner then acted out a social story using props such as people figures and cars.

The practitioner picked up a figure of a little girl whom the children named Molly, and Molly pretended she was waiting at a bus stop. Then, the practitioner placed a man figure on top of a car, pretending to be driving past the girl and started talking to the little girl, saying that he knows her mummy and daddy, but Molly had never seen him before. The children were asked if Molly should be talking to the stranger or go in his car, and they replied, "No". When asked why, Teddy responded, "You will get kidnapped". Juliet then asked, "why?", and the practitioner explained that it could be dangerous; they might take you away, [beginning to understand why and how questions](#). Juliet asked lots of why questions throughout this activity, and Leo showed lots of curiosity when hearing the word danger.



Then, the practitioner acted out another story where the little girl (Molly) was playing in the park, and then an old man came up to her and asked her if she wanted a sweet. The practitioner asked the children, "Do we take anything from strangers?" some children replied "yes", and some replied "no". The practitioner explained to the children that they should not take anything from strangers or go with strangers. It was also explained that if they feel like they are in danger, then they should contact the police or other people around them that can help, such as security guards, lollipop ladies, police officers and so on.

Note for parents: please continue to have discussions about

- [stranger danger with your child at home](#),
- [try identifying possible dangers when you're out and about and](#)
- [how your child could seek safety in different scenarios for example what to do, if they get lost.](#)
- [If possible get them to memorise your number or address.](#)

Traffic light role play

Communication and Language– Understanding

Star room children had learnt how to cross the road safely. The practitioner set up this activity with a pretend road, two cars and two bikes. The practitioner explained to the children that when the cars and bikes are driving across the road we have to stop. She also explained to them that when the sign shows red for the cars, that means the cars have to stop and when we see the green man we can cross safely **identifying action words by following simple instructions**.

The practitioner explained to the children that a lollipop lady will stand in the middle of the road with a stop sign and then we have to look both right and left and then cross the road holding on to an adult's hands. Leo dressed as a lollipop man using his imagination standing in the middle of the road holding his hand and lollipop stick for his peers and said "stop". Romy drove the car across the road and Mikyle rode the bike across the road.



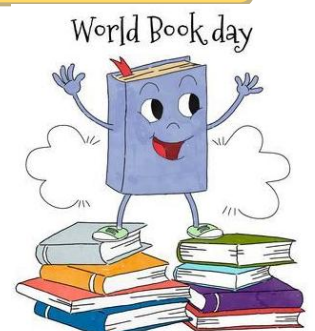
They were both using their imagination and exploring what it feels like to drive and cross the road safely. When they both stopped at each end the practitioner showed the children how to cross safely. Leo, Lia, Marley, Leif, Mia, Sienna, Juwairiya, Elyas, Nell, Teddy all took part in this activity. They used their imagination, role playing to facilitate understanding of what the red and green light means on the road. The children also had the chance to learn how to **share, take turns, and cooperate** with their peers from roleplay.



Note for parents: Please continue to talk about road safety when you're out and about with your child to consolidate their learning.

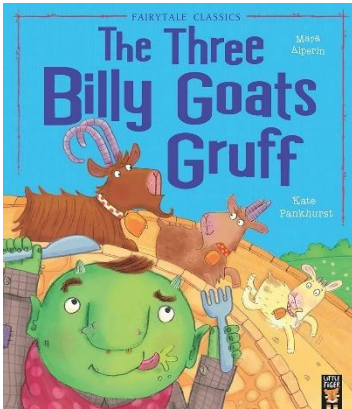
World Book Day

Star room children participated in numerous activities that helped their ability in being able to remember and retell a story, suggest an ending and to be able to use their imagination to make stories, learn about characters and talk about authors. These activities supported the children's literacy skills, communication and language and improved their imagination. The children participated in activities such as roleplaying, 'Little Red Riding Hood' and acting out the story of the 'Three Billy Goat Gruff', using props.



Drawing characters from the Three-Billy Goats Gruff

Literacy – Writing



The children participated in listening to the story of 'The Three Billy Goats Gruff'. The practitioner started by reading the story, showing the children the images from the book. Halfway through the story, the practitioner put the book aside and started telling the story by using

props which helped the children engage in the story, giving them a better understanding of the structure of the story. The practitioner used three goats from big to small, made a bridge out of a train track and placed a green object that resembled a troll.

After the children had listened to the story, they were provided with paper and mark-making tools and given a choice to draw the characters from the book. Leif mentioned that he drew the whole story, including the bridge and the troll. Lia and Marley drew a goat. Juliet was acting out the story while drawing and said, "Who's that crossing over my bridge?" using a deep voice imitating the practitioner and remembering the phrase from the story. Maya showed interest in reading the book independently whilst her peers were drawing. The practitioner asked her if she wanted to draw. She said, "I want to draw the troll, but don't know how". The practitioner suggested that she look at the picture of the troll from the book and draw. Maya was then able to copy the picture and drew the troll as she used a green crayon.

Some children wanted to draw something else which was not related to the story and were given a choice as our main aim was to support the children [in giving meanings to their marks](#). Nell wanted to draw a picture for her mummy and said she drew a cake. Romy and Idris also showed interest in forming marks on their paper such as lines and scribbles and the children were asked questions to predict what would happen next with and point to the characters who are using the key phrases "Trip, trap, trip, trap" and "Who's that trip trapping over my bridge?".



Little Red Riding Hood role-play

Expressive Art and Design – Being imaginative and expressive

As part of World Book Day, the children came in dressed up in their favourite characters, some children dressed up as their favourite superheroes, princesses, unicorns or fairies. Some children wore costumes from the nursery and also put on some wigs. The children enjoyed dressing up on the day as it **sparks** their imagination, gets **them** thinking differently and helps develop empathy.

The children participated in acting out the story of the 'Little Red Riding Hood'. Star room practitioners dressed up as the characters from the storybook and roleplayed the storyline with the children enacting each part in sequence to consolidate their understanding of the story. Before acting out the story, Hafiza came in dressed up as Little Red Riding Hood, wearing a red cape and held her basket as we all took a group picture. After our group photo, the children took part in role-playing the story with the practitioners. Peri was grandma, Farida was the wolf, and Shanaz was Red Riding Hood. The practitioner read out the story whilst acting and Peri first pretended to be the mother talking to Shanaz which was Little Red Riding Hood telling her to take some food to her grandmother's house who lives in the woods because she is unwell. The practitioner recapped the stranger's and told Little Red Riding Hood not to talk to anyone on the way. Juliet said, be careful of the wolf. Mia said we don't talk to strangers. The children told the story with the practitioners whilst acting the story out, [playing cooperatively as part of a group to create, develop and act out an imaginary idea or narrative](#). When the wolf pretended to be Grandma, the practitioner laid down on the decking whilst the little red riding hood came in. The children asked the wolf who was pretending to be grandma, and Nell said, oh grandma what big eyes you have, the practitioner replied, all the better to see you with my dear. Maya said, oh grandma what big ears you have, the practitioner replied, all the better to hear you with my dear, Juwairiya said, Grandma what big teeth you



have as the children became closer, the practitioner sat up and said, all the better to eat you with my dear and the children screamed from excitement and started to run as the practitioner chased the children. Leif wanted to be the wood cutter and pretended to come and chase the wolf away.

When the wolf pretended to be Grandma, the practitioner laid down on the decking whilst the little red riding hood came in. The children asked the wolf who was pretending to be grandma, and Nell said, oh grandma what big eyes you have, the practitioner replied, all the better to see you with my dear. Maya said, oh grandma what big ears you have, the practitioner replied, all the better to hear you with my dear, Juwairiya said, Grandma what big teeth you



Holi/Science week

Star Room children participated in the theme of Holi which is a Hindu festival that takes place every spring. It is also known as the festival of colours and is celebrated widely across parts of India, where it originated. The children were given the opportunity to explore with colours and participated in various activities relating to Holi and also part of science week such as colourful handprints, colour fizzing experiment, milk experiment with colours, exploring cultural items, dressing up and music. The children were also shown a short video about Holi where they watched children throw different colours to celebrate the joy of the beginning of spring.



Making Holi Handprints - Expressive arts and design – Creating with materials

Star Room children learned about the Holi festival which was a great way to extend their learning and experimentation with colours. The children participated in a colourful handprint activity where they were provided with a large piece of paper, paint brushes and four prime colours which were red, yellow, green and blue. The aim of this activity was for the children to explore what happens when they mix colours and to learn about colour formation. The children who showed interest were Mia, Maya, Juliet, Elyas, Leo, Leif, Marley and Mikyle. They used a paint brush to spread the paint over their hands **using their increasing knowledge and understanding of tools and materials to explore their interests and develop their thinking**. The children stamped their hands all over the paper forming marks, patterns and different shapes.



They observed the colours mixing together and forming new colours for example, when the yellow and red mixed together Mia said, "Look it turned orange". The practitioner asked the children, 'What will happen if you mix red and blue?', Leif and Marley tested it out on their hands and they both replied, "Purple". This was a great opportunity for the children to **observe the colours changing and by mixing colours** the children develop critical thinking, promote inquiry and investigation, expand vocabulary and advance the children's cognitive growth.

St Patrick's Day - Painting Three Leaf Clover Understanding the World – People and Communities

Star room children learned about St Patrick's Day. They learned that it was a religious feast day celebrating the Patron Saint of Ireland. The practitioner showed the children a globe which was kept on our computer table in Star Room and showed the children where Ireland is and explained to the children that it's near the United Kingdom where we live. That day was



all about the colour green which represents St Patrick's Day, and the practitioner showed the children some images such as a three/four leaf clover, rainbow and a pot of gold. Leo, Teddy, Juliet, Lia, Idris, Romy and Nell all participated in painting the four-leaf clover using the colour green paint and the practitioner explained to the children that it is a symbol of good luck, faith, hope, love, and power to see fairies. The children showed **curiosity about people and showed interest in stories about people and objects that they are familiar with or which fascinate them.** After painting, we then played some Irish music, and some children showed interest in dancing. Additionally, a student who was half-Irish demonstrated some traditional Irish dance moves to the children. They loved this, they enjoyed holding hands and using their feet to hop and tap each other when dancing in a circle.



Colour fizzing experiment

Understanding the world

As part of Science Week, the children participated in a fizzing experiment, and as we had a Holi theme, we extended the learning about colours by incorporating colours into our science experiment.

The children gathered around the table, Romy, Mia, Lia, Maya, Nell, Ihsaan, Teddy, Juliet, Leif, Marley, Leo and Eli took part. In a large tray, we had vinegar, bicarbonate soda, lemon and food colouring which were red, yellow, green and blue. The ingredients were introduced one by one to the children and when Ihsaan saw the bicarbonate soda, he shouted, "Pancake" as he saw a picture of pancakes on the soda. The practitioner explained to the children that we can use bicarbonate soda when baking which helps things rise such as cakes.



They were shown a bottle of vinegar and smelled it, which made them screw up their noses when they got a whiff of it! Maya mentioned; "it smells strong". The practitioner explained to the children that vinegar is acidic, and Marley said, "you can use vinegar in your salad", **using talk to organise, sequence and clarify thinking, ideas and feelings.**

Each child had a turn in choosing a colour and pouring the ingredients inside small tubes. The children were encouraged to pour a little bit of food

colouring and asked what colour they would like and then pour the bicarbonate soda using a spoon. They then poured some vinegar using a small pouring cup and they all watched the mixture with amazement as the solution rose and fizzed up. Leo carefully observed the noise and said, "It's making bubble sounds pop pop". Leif mentioned it's like a volcano exploding. We then used lemons which we cut in half and poured the food colouring, soda and vinegar onto the lemon and the children enjoyed watching it bubble and fizz, [talking about why things happen and how things work](#).

The practitioner explained that lemon also contains acid just like vinegar and sometimes it is also used as a natural cleaning product and also in foods.



This was a great activity to teach the children about chemical reactions. As the children conducted this science experiment, they developed a greater understanding that when the vinegar touches the baking soda a fizzy chemical reaction occurred, and colourful bubbles began appearing immediately once the powder and liquid made contact. The children developed understanding, learned about cause and effect, developed fine motor skills,

hand and eye co-ordination when pouring, and used their senses when smelling the vinegar.

Ramadan

Making a mosque collage

Expressive arts and design – Creating with materials

As we are in the month of Ramadan, the holy month for Muslims around the world, the children learned about the religion through creative activities such as making a collage of a mosque. The children who showed interest were Idris, Juliet, Teddy, Lia and Romy. The practitioner showed the children an image of a mosque, and Idris said, "My daddy goes to the mosque"

The practitioner explained that a mosque is where people go to pray and worship. Juliet asked, "Why?", and the practitioner explained that there are different religions and beliefs and people may pray in different ways and places, such as in a church, a Synagogue or a mosque. The practitioner provided different textured materials and paper, and the children used the scissors to cut them and used glue to stick them onto a large piece of paper. Teddy said, "It needs a door", and cut out a rectangular shape and stuck it down, [using his increasing knowledge and understanding of tools and materials to explore interests and enquiries and develop thinking](#).





The children explored the texture of different papers, such as tissue paper, corrugated cards, and shiny paper. Lia picked up cellophane paper with designs and said, "Look, I can see my hand", as she showed interest in cutting the cellophane and was fascinated by how she could see through it. The children enjoyed practising their cutting skills, developing their hand and eye coordination, talking about different shapes and using their imagination to design their own collage.



Making date biscuits - Communication and language – understanding

Star room made date biscuits as we introduced dates as part of our Ramadan theme. Dates hold a significant place in the Islamic tradition and are often used to break fasts during Ramadan, representing sustenance and blessings. The children used dates to make their biscuits to sweeten them as we do not use sugar in our baking, promoting healthier eating. The activity was set up with flour, milk, butter, dates, a bowl, a whisk and a baking tray. The practitioner explained how they were going to make the biscuits by adding butter, milk, dates and flour in a bowl and making a dough with the ingredients,



listening to and understanding the use of objects.

Mikyle measured out two spoons of butter in a bowl. He used his right hand to hold the spoon in a palmer grip and added the butter to the bowl. Mia measured out half a cup of milk and poured it into the butter. Romy whisked the two ingredients together using a whisk. She held the whisk in her right hand and said, "look, I'm mixing". Juliet used her left hand to measure out two cups of flour with a measuring spoon, and she then poured the flour into the mixture using both of her hands. Juwairiya and Sienna added the dates, **each child making themselves become familiar with measuring tools in everyday experiences and play.** The practitioner asked the children if they knew what dates were. Maya replied, "They are big raisins, and they look the same colour". The practitioner helped the children make dough for the biscuits. The children made small round balls and flattened them onto the baking tray. Juwairiyah mentioned; that we eat dates at home, making connections to her own experiences.



Parents: Do try some baking activities with your child at home, they love it and it teaches some important life skills.

Rainbow Room

World Book Day

The children explored World Book Day through a variety of creative and engaging activities based on *The Three Little Pigs*. They enjoyed making paper plate pigs, reading and roleplaying the story, and building the three little pigs with Legos, spaghetti, and twigs. The children also created a paper plate wolf, did "write dance" using pink foam, and explored *the Three Little Pigs* sensory bin.



We also celebrated Pancake Day and engaged in the "Box of Feelings" activity to develop emotional awareness and regulate their feelings. These experiences supported their creativity, fine motor skills, understanding of the story, and language development

Reading and Role-Playing the Three Little Pigs **Literacy: Reading**

Expressive arts and design: Being imaginative and expressive



During an engaging storytelling activity, Tai, Sophia, Galad, Alfie, Ibraheem, Jasper, and Rafael eagerly participated, listening closely as the practitioner read aloud. The children **repeated and used actions, words, or phrases from familiar stories**, such as, "I huff, and I puff, and I'll blow the house down!" As the story unfolded, the children were encouraged to interact by placing the three pigs into their homes. The practitioner asked open-ended questions to spark curiosity, such as, "What did the wolf do?" Jasper and Sophia excitedly responded, "I huff, and I puff, and I'll blow the house down!" Enthusiastically, Tai, Alfie, Sophia, and Jasper joined in, acting out the scene and pretending to blow the house down with great energy.

As the activity progressed, Alfie introduced his dinosaur into the story, using his fine motor skills to make roaring sounds and act out, scaring the wolf. Meanwhile, Tai and Jasper observed the three pigs closely, paying attention to their homes and placement. Ibraheem, holding his shark box, briefly listened to the story before moving away, showing a keen interest in the various resources available in the room. The children also **engaged in imaginative play based on their own ideas or peer experiences** as they acted out scenes from the story and added their variations like Alfie introducing his dinosaur and making roaring sounds. The activity provided a captivating and imaginative experience, encouraging language development, creative expression, and engagement with the story. Each child contributed in their way, making the session both interactive and enjoyable.



Making Pancakes **Mathematics: Measures** **Physical Development: Moving and handling**



For Pancake Day, Galad, Lillian, Amaru, Salma, Alfie, Solomon, Sophia, Jasper, Ibraheem, Iris, and Paloma participated in an activity using bowls, spoons, flour, eggs, and milk, following a recipe from a cookbook to make pancakes. Considering Jasper and Ibraheem's dairy free diet they used oat milk instead of cows milk.



The children were instructed to take two spoons of flour. Jasper was the first to scoop the flour, using his dominant hand to transfer it into the bowl. **They showed an interest in size and weight** added the ingredients. They

as they measured the flour and then used their hands to explore the texture of the flour and milk while mixing them. They were encouraged to use their hands for this step to develop their fine motor skills.

Lillian and Jasper took turns cracking the eggs. Lillian tapped the egg on the table with her hand, then used both hands to open it. As the egg fell into the bowl, she said, "Oh, it fell in the bowl!" Jasper used both hands to crack his egg and carefully transferred it into the bowl. The children were then asked to empty their batter into the big bowl, taking turns to do so. Tai became a little emotional when his hands got sticky, but after cleaning them, he picked up a spoon and mixed the batter. Jasper and Ibraheem poured their oat milk into their bowls. They used their dominant hands to hold the spoon and mix the pancake batter. **All the children held the spoons with their thumb and all fingers**, showing their fine motor control. Iris said, "I want to mix," and Sophia handed her the spoon. Iris stirred the mixture in a circular motion.

A picture from the cookbook showed how the pancakes looked once cooked. The children were then shown the pancake batter and told, "Look how smooth and thick it is! Now we're going to cook it so we can enjoy our pancakes for our afternoon snack." The children learned how to follow a recipe, work together, and explore different textures while making pancakes.

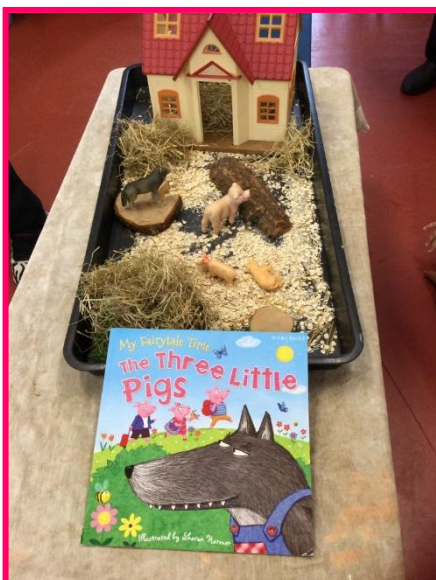


Sensory Play **Communication and Language: Speaking**

Literacy: Reading

To continue celebrating World Book Day, Rainbow room engrossed themselves in the 'Three little Pigs' storybook, engaging in different activities that brought the story to life.

The children took part in a sensory activity. They were provided with a tuff spot filled with hay, pigs, a wolf, a house, and some logs, which were linked to the items in The Three Little Pigs



storybook. The practitioner asked the children, "Who wants to read The Three Little Pigs?" Solomon and Jasper came to the table. Jasper picked up the wolf and said, "I got a wolf." Solomon was interested in the book, so he handed it to the practitioner, saying, "Read it, read it!" While the practitioner was reading, Jasper asked, "Where is the big bad wolf?" and followed up by saying, "The wolf is coming in a minute." This demonstrates how the children **use language to share their thoughts and experiences**. As the practitioner continued reading, the rest of the children, Tai and Amaru, gathered around to listen to the story while playing with the props. Amaru then picked up the wolf and placed it on top of the house, saying, "Look, the wolf is climbing." Tai picked up three of the pigs and started to share them with his peers.

After the practitioner finished reading, Solomon asked to read it again. The practitioner read it one more time, and then Solomon went to the carpet to read it to himself. Through storytelling, they are developing their language skills and enhancing their imagination by engaging with the props, **listening to and joining in with stories when reading one-to-one and in small groups**, showing their growing engagement with storytelling activities.



Holi

Rainbow Room eagerly took part in a range of fun and engaging activities to celebrate the Holi festival. The atmosphere was filled with excitement as the children explored colours through hands-on, sensory-based play. From creating beautiful Rangoli patterns with powder paints to splashing colourful water in a safe and creative ways, the activities encouraged self-expression, fine motor development, and cultural awareness. Using child-friendly materials like flower petals, coloured rice, and colourful paints, the children immersed themselves in the spirit of Holi, learning about its traditions while having fun. The celebration provided a joyful and inclusive experience, allowing the children to explore colours, textures, and creativity in a playful and meaningful way.

Understanding The World- People and communities - Holi themed colourful handprints

This activity helps children develop their creativity, fine motor skills, and cultural competence. Sophia, Tai, Ibraheem, and Jasper participated in a handprint activity. The practitioner showed visual resources to the children and explained the importance of this colourful festival, which includes dancing, singing, and the throwing of powder paint and coloured water. The



practitioner then demonstrated how to make handprints on paper. Tai was eager to go first. Using his dominant hand, he dipped his whole palm into the paint palette. Then, he carefully pressed his hand onto the large canvas, using his fine motor skills. Ibraheem was next he rolled up his sleeves, dipped his right hand into the paint, and transferred his print onto the paper. Then, he used his other hand to add another print to the canvas. When it was Tai's turn again, he said, "I want to dip my hand in blue paint.", **understood the use of tools and being able to make choices.** He carefully dipped his dominant hand, pressed it onto the large paper, then dipped his other hand into a different colour and printed again, saying, "Can I paint more?" As he continued making handprints, Sophia decided to add her artistic touch to the canvas. As she dipped her hand into the paint, she said, "It feels cold, I like it." She stretched out her right hand, dipped it into the paint,

and made a handprint. Then, using her other hand, she chose a different colour. Wanting to explore colours further, she mixed two primary colours to create a secondary colour, excitedly saying, "Look, Faiza, it's green!", **enjoying and responding to playing with colour in a variety of ways, for example combining colours.**

The children learned about colours by exploring bright Holi paints and mixing them with their hands as well as **showing interest in the celebrations and festivals of others.** They developed their fine motor skills by pressing their hands onto paper and enjoyed a fun sensory experience with the paint's texture.



Expressive Art and Design- Creating with materials - Rangoli pattern play with powder paints

Paloma, Lillian, Amaru, Jasper, Galad, Iris, and Ibraheem participated in a vibrant and creative Rangoli pattern activity using powder paints and brushes. Each child contributed uniquely, making the activity a wonderful collaborative experience. Paloma was very focused, carefully using her brush to create small, intricate details within the design.

Lillian enjoyed experimenting with different colours, sprinkling the powder paint enthusiastically, and watching how they blended. Amaru took the lead in making large sweeping patterns with her brush, helping to shape the overall design. The children are **developing an understanding of using lines to enclose a space, and beginning to use drawing to represent actions.** Jasper was fascinated by the



textures, gently tapping his brush in the powder to see how it spread. Galad



was eager to try different techniques, using both his hands and brush to create swirls and dots. Iris showed great patience, carefully filling in sections of the pattern to make sure the colours stood out beautifully. Ibraheem enjoyed working alongside his friends, watching what they were doing, and adding his creative touches to enhance the design. The children **enjoyed and responded to playing with colour in a variety of ways, for example combining colours**. Throughout the activity, the children shared ideas, supported each other, and took pride in their work, creating a beautiful and colourful Rangoli pattern together.

Holi tactile play

Communication and Language: Listening and attention

Personal, Social and Emotional Development: Sense of self



Zenaiya, Matteo, Lillian, Sophia, Amaru, Tai, and Iris took part in a Holi-themed tactile play activity. The children **were able to follow directions, even if not intently focused**, as demonstrated when they waited for the practitioner's instructions to use the tweezers to pick up the materials and place them in the bowls. The practitioner set up the activity by placing bowls filled with different-colored beans, orange lentils, coloured rice, and coloured pasta. To help visualise the theme, the practitioner also added bangles, a flower bracelet, and clay elephants to the tuff tray, which the children could use for imaginative play. Additionally, plastic tweezers were provided to enhance their fine motor skills.

The children used their fingers to work on how to use the tweezers, picking up the lentils and beans with them. Some were able to stay focused and continue trying whilst others were preferring to use their hands to scoop and pour. This

encouraged problem-solving, hand-eye coordination, and the use of different tools. The children were **aware of being evaluated by others and began to develop ideas about themselves based on the messages they heard from others**. Tai was eager to quickly touch the materials, but all the children waited until the practitioner said they could use the tweezers to pick up the materials and place them in the bowls.

The practitioner asked, "What colours can you see?" Sophia confidently responded, "Yellow, red, orange." Sophia, Iris, Zenaiya, and Matteo used their dominant hands to pick up the tweezers and begin playing. Amaru preferred to use her hands, spreading the dried materials across the tray. Matteo occasionally got distracted but managed to refocus on the activity. Meanwhile, Solomon concentrated on figuring out how to use the tweezers but was also creatively engaged in making a circle by placing a bangle on the table and adding lentils and beans inside it. The children were able to use the resources for their own imaginative play, transferring the materials around the room, Sophia pretending to cook with the resources. They developed their turn taking and patient skills as they took turns with the tweezers, the bowls and other required resources



Ramadan and St Patrick's Day

This week, the children explored the theme of St. Patrick's Day and Ramadan through a variety of creative and engaging activities that supported their creativity, fine motor skills, and understanding of the themes. The activities included creating a collage of a rainbow shamrock, making pots of golden coins, crafting lanterns, making binoculars, creating a mosque collage, stamping moon and star shapes, making Ramadan Iftar plates, and exploring a Ramadan sensory bin. The children also participated in a bonus yoga class, practicing calming poses that improved their focus, balance, and mindfulness. As part of their daily routine, they engaged in interventions such as turn-taking games and exploring a calming basket to help manage their emotions, as well as a "box of feelings" to further support emotional awareness.



Collage Shamrock

Understanding the world: The world



The children participated in a collage activity to make a shamrock for St. Patrick's Day. They were provided with different-coloured tissue paper pink, green, yellow, and blue, along with glue, glue spreaders, and visuals of St. Patrick's Day-related objects such as shamrocks, rainbows, and coins. A large piece of paper was placed on the floor, and the children sat around it. As they settled, they were introduced to St. Patrick's Day. They watched a video about St. Patrick's Day. During the video, Sophia pointed at a coin and mentioned that she had a Peppa Pig toy where she keeps money.

Jasper pointed to the shamrock and said, "It's a green leaf." The children were then encouraged to pronounce "shamrock," and Ibraheem, Jasper, and

Sophia were able to say it.

They eagerly grabbed their glue spreaders and began applying glue to their papers. Jasper, using his right hand, spread the glue before picking up a piece of tissue paper and saying, "I want the blue paper." Sophia chose the pink tissue paper and said, "I like pink." As they continued sticking their tissue paper, the children **show increasing control in holding, using, and manipulating a range of tools and objects such as mark-making tools**. For example, they showed increasing control in holding and using the glue spreaders, applying glue carefully. The **were able to talk about some of the things they have observed, such as plants, animals, natural, and found objects**. For example, during the activity, the children talked about shamrocks, a plant they saw in the visual, and pointed out objects like coins and rainbows, connecting them to their knowledge from the video and their experiences. Through this activity, the children learned about St. Patrick's Day, practiced fine motor skills while creating a shamrock collage, and expanded their vocabulary.



Making Lanterns

Expressive arts and design: Being imaginative and expressive

As we are in the month of Ramadan, we engaged in activities related to this holy month for Muslims. The children made lanterns using coloured cards, glitter, glue, glue spreaders, and a lantern visual. Lillian, Sophia, Amaru, and Paloma went to get aprons and gathered around the table. Lillian chose the "blue paper," and Sophia selected the blue card. The practitioner read a book about Ramadan and explained what lanterns are. Sophia explained that a lantern is a "light for night-time." The children then began creating their lanterns.



Salma used a palmer grip to hold the glue spreader and placed sequins on the paper. She pointed to the glitter and said, "Green." Amaru told the practitioner, "I'm making a lantern for mummy." Alfie touched the glue and said, "It's sticky," and asked for help with the glitter. Ilyas made circular motions with the glue stick and sprinkled glitter. Once the lanterns were finished, the children placed them on the drying rack. The children **notice what other children and adults do, mirroring what is observed, adding variations, and then doing it spontaneously**. For example, when one child used their glue spreader in a certain way, others began mimicking the actions. Some children added their own personal touches to the activity, like choosing different colours or creating unique designs for their lanterns, demonstrating their understanding and creativity in response to the actions around them. The children **learned that they have similarities and differences that connect them to, and distinguish them from, others**. For example, some children preferred using glue spreaders, while others used their hands, showing their individual approaches. Despite these differences, they worked together to create their lanterns. Through this activity, they enhanced their fine motor skills, creativity, and understanding of Ramadan while practicing sharing, communication, and teamwork.



Ramadan continued

The children continued to explore the theme of Ramadan and celebrated Eid through a variety of creative and engaging activities that supported their creativity, fine motor skills, and understanding of the themes. They learned about the importance of Ramadan, including fasting, charity, and the customs of Eid celebrations. The activities included making date biscuits, dressing up and dancing, creating prayer mats, exploring Ramadan items in a "What's in the Bag" activity, making Eid cards, and creating a henna collage using hand templates. The children also participated in a bonus French class, where they practiced basic phrases and vocabulary, improving their language skills.



Decorating Moons and Stars

Communication and Language: Listening and attention

Tai, Amaru, Matteo, Alfie, and Iris decorated moons and stars as part of our Ramadan-themed activity. Before starting, the children watched a short educational clip about Ramadan. They listened attentively, maintaining their focus on the video as it explained the basics of Ramadan, indicating that they are able to follow directions, if not intently focused. Amaru pointed to a moon on the table and said, "Look, moon there." The practitioner explained that when there is a full moon, that's when Ramadan starts and lasts for one month. Since the children were unfamiliar with the term Ramadan, the practitioner explained that Ramadan is a month when Muslims fast from sunrise to sunset. Fasting means they don't eat or drink anything for hours. At that moment, Sophia joined in and asked, "No eating anything?", and the practitioner clarified no food or water, which was an opportunity to learn that they have similarities and differences that connect them to, and distinguish them from, others. After watching the video, the children began the activity using decorations such as glitter, watercolour paints, and glue. They painted the moons using strokes of paint in colours of their choice, using their dominant hands. Overall, the children showed awareness of understanding to use tools for purpose as well as enhancing their knowledge of different cultures.



What's in the bag

Understanding the world: People and communities



As the theme was all about Ramadan, the practitioner added various Ramadan-related items into a bag. Children, including Sophia, Jasper, Ilyas, and Ibraheem, participated in the activity. Open-ended questions were asked, such as, "What



is Ramadan?" Sophia responded, "I don't know." The practitioner then explained, "During Ramadan, all Muslims fast. They wake up before sunrise to eat, then don't eat or drink anything until the sun sets." Ibraheem was the first to put his hand into the bag. The practitioner sang, "What's in the bag? What's in the bag? Ibraheem's turn, Ibraheem's turn, what's in the bag?" Ibraheem pulled out a picture of a mosque. When asked what the picture was, he said, "Masjid (mosque)," and added, "This is my mosque."

Next was Jasper, who took out some prayer beads (tasbeeh). When asked what they were, he said, "It's a necklace." Sophia added, "You wear it on your neck." The practitioner explained that

the item was prayer beads used by Muslims when they pray. The children **learnt that they have similarities and differences that connect them to, and distinguish them from, others.**

Sophia then took out a box of dates. The practitioner explained that Muslims break their fast with dates at sunset and that dates are sweet. Finally, it was Ilyas' turn. He took out a prayer mat. The practitioner laid the mat on the floor and explained that Muslims stand and pray on it, but they must remove their



shoes first. Sophia then removed her shoes. The practitioner gently placed a scarf on her head and explained, "Before praying, girls wear a scarf and boys wear a hat." Sophia stood on the prayer mat with the scarf on her head, holding a doll, and smiling at everyone. The children **engaged in imaginative play based on their own ideas or first-hand or peer experiences.** The



children were engaged and learned about Ramadan, including how Muslims pray, fast, and use special items during this time.

Baking Date Biscuits

Physical Development: Health and self-care

Sophia, Tai, Amaru, Paloma, Solomon, Jasper, Iris, and Lillian took part in making date biscuits. The ingredients consisted of dates, eggs, butter, milk, and flour. Jasper and Ibraheem were using oat milk in line with their dairy-free diets. Firstly, the children were excited to taste the dates. The practitioner expressed the importance of dates in Ramadan as Muslims will eat that to break their fast, absorbing the benefits of it after



a long day of not eating. Solomon said, "I want to eat it."

Sophia and Iris also insisted that they wanted to taste the dates. They **developed their own likes and dislikes in food and drink, being willing to try new food textures and tastes.**

The practitioner then handed each a knife and chopping board to cut the dates into small pieces and have a taste. Sophia used her fine motor skills to cut the date. She tasted it and said, "Can I have more, please?" The rest of the children required support cutting the dates, and the practitioner demonstrated how. As Solomon tasted it, he said, "It's sweet." Iris said, "It's sticky. Look at my hand." Tai wasn't fascinated by the texture and said, "Erik, sticky. Not like," and didn't want to taste it. Paloma also enjoyed

the sweet taste. Amaru said, "It's soft," with a smile.

The practitioner then told the children that we are making date biscuits. The children shouted in excitement. Solomon and Paloma took turns to pour the flour into the big bowl, and the practitioner asked the children to identify when to say "stop" when there was enough flour. Jasper said, "Stop, that's enough." The practitioner asked, "Who knows how to crack the eggs?" Jasper and Sophia said they wanted to have a go. They both got one egg each to crack, using their right dominant hands. Iris added the butter to the egg and started to mix it. Amaru said, "My turn to mix," and Iris handed it over. The practitioner asked, "Where do the eggs and butter go now?" and Lillian said, "They go in the flour," understanding the sequence of ingredients. We added the egg and butter mixture, and Lillian took the lead in mixing the ingredients. The practitioner asked the children to sprinkle the dates into the mixture.

Gradually, as the dough was made, the children used Ramadan cutters to make shapes from the dough. The children also [began to compare and recognise changes in the amounts of dough, using words like 'more' and 'same.'](#) Amaru said, "It's sticky," and the practitioner said, "Let's add more flour." Each child stated which one was their biscuit and waited for them to be baked in the oven. Jasper and Ibraheem had the same mixture, except for oat milk rather than cow's milk. Ibraheem wasn't so interested in the activity, so Jasper helped make the biscuits for him. The children learned about turn-taking, following instructions, exploring textures, and working together.

Sunshine Room

Cooking and baking

Sunshine room children participated in food-related activities as this interest came from exploring the home corner. They made different kinds of baked food such as banana oat muffins, pizza and fruit salad.

We encouraged sensory exploration as they played with a lemon sensory bin, boiled vegetables, and tactile play with pasta. This supported the children to explore different food textures, learning how they are made, what ingredients they contain, incorporating some weighing and measuring skills as well as [being willing to try new foods textures and tastes](#). As follow on activities the children took part in what's in the bag containing food items and a mark making session on drawing their favourite fruit or vegetable.



Making vegetable pizza – PSED: sense of self

Sunshine room children made vegetable pizza. Mae, Esme, and Syra were excited to participate in the activity when they saw the tray full of ingredients, they all expressed their joy by saying "yay". Syra, Esme, and Mae were able to say "pizza" and "activity". Syra gave the practitioner her full attention and had eye contact every time the practitioner was talking. The practitioner began giving out a slice of bread and the tomato puree. Syra used her right hand to hold on to the plastic knife and spread the tomato sauce all over her bread, once she was done with the tomato sauce, she looked at the



practitioner and said “next” showing **single channelled attention, but can shift to a different task if her attention is fully obtained**. She used her right hand to sprinkle cheese all over her bread.

Mae repeated all the ingredients that she saw, she managed to say “bread” “tomato” “pepper” “cheese” “pizza” and even “tray.” Esme also participated in the activity and before they got started, she saw her practitioner wearing a green cooking apron, so she pointed at herself and said “Esme” indicating she also wanted one, this shows she **knows her own name**. Esme did good



waiting by observing her peers doing it first and once they were finished, she said “Esme turn”. She used her right hand to hold on to the plastic knife to spread the tomato up and down on her bread, the practitioner guided her moving left to right to spread the tomato puree. She sprinkled the cheese and brought some up to her mouth to taste. With the practitioner's guidance she managed to say “cheese”.

They all also had a choice of adding some chopped peppers as their topping which they did, also repeating

the words “red, green pepper”, **showing a sense of autonomy through asserting their ideas and preferences and making choices and decisions**.

Making banana oats muffin – PD/ moving and handling

Sunshine room children made delicious banana muffins. The practitioner used a cooking book as an object of reference to support the children's understanding on what they were going to make. Sylvie, Mae, Esme, Corto, Sa'ad, Salah and Syra were happy to take part in all the steps needed to make the muffins.

To begin the activity the practitioner showed pictures of the muffins and then supported the children to say the word “muffins”. Mae, Esme, Sa'ad and Salah were able to say the word. One by one the children had turns to add the ingredients together with the support of the practitioner and they measured, poured and counted as they did so. Baking activities like this offer opportunities to introduce counting skills in a practical and enjoyable way by counting the bananas, eggs, and spoonful's of flour.



They demonstrated the ability to use their **hands to operate independently during a task that uses both, with each hand doing something different at the same time**.

Mae, Esme and Syra helped cut the banana which required **careful hand and eye coordination** and then mashed it one by one to then add the oats, and then all children helped add the butter, so it was a fantastic way for the children to work on their motor skills.



They took turns mixing all the ingredients together and smelled it. We placed a scoop of batter into the cupcake cases ready for the oven. All the babies were excited during pick up time as they all took their banana muffins home.

We love baking activities as the children benefit in so many ways. It promotes their development in fine motor skills as they mixed, poured, and scooped, and it required precision and coordination, helping to strengthen the

muscles in their hands and fingers for future handwriting skills as well as encouraging social skills such as turn taking and their communication skills as they picked up new words along the way.

Making fruit salad - PD/ health and self-care and CL/Speaking

We made a lovely healthy fruit salad. The children were shown each fruit and we got them to name it. We had an orange, apple, grapes and a banana.

Syra, Esme, Sa'ad, Mae and Zachariah took part as they sat down waiting eagerly with their own chopping boards and plastic knife. The practitioner modelled how to cut an apple, then gave each child a slice to do the same. Mae just couldn't resist and kept eating it! Syra used her right hand to hold her knife and cut her

apple. Zachariah was guided to cut and also wanted to eat it. Saad cut and also tried to sneak a bite! Esme was excited and said "cut", using single words but she also ate it! All the children needed assistance and were reminded to not eat it but chop up the fruit then add it to the bowl to help them understand simple sentences. The banana was placed in the middle of the table for everyone to reach in and chop it up, Esme, Syra and Mae said, "chop chop". Then they were given a turn to stir it all up and we saved it to have for snack time which was a lovely way to celebrate and enjoy their achievement and make them feel proud of their efforts.



World Book Day / Pancake Cake



Pancake day

This year, 4 March was Shrove Tuesday - otherwise known as Pancake Day. Shrove Tuesday is a Christian festival marked all over the world, but in the UK it's often celebrated by eating pancakes. This marks the last day before Lent begins. The same day was also

Syra's birthday, and we celebrated her turning 2 yrs old with a lovely cake, and they enjoyed their amazing pancakes with fruit and cream.



Making pancakes - Physical Development: moving and handling & Maths

The practitioner informed all the children about Pancake Day and how they were making pancakes for the activity. They were shown images of pancakes from a recipe book, and they all attempted to say "pancakes". The practitioner showed the children each ingredient and equipment being used. Sa'ad and Salah named the "flour", "egg", "milk", and "bowl" clearly and



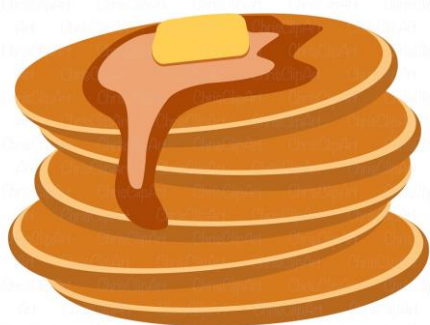
confidently. The practitioner praised them with a high five, and they were smiling, **expressing positive feelings such as joy.**

Salah went first as he waited eagerly, the practitioner supported him with cracking the egg open into the bowl using both his hands and he was smiling in surprise, then he gave it a mix with the whisk, using his hands **start to operate independently during a task that uses both, with each hand doing something different at the same time.**

Then Sa'ad had a turn; he was supported in cracking the 2nd egg, which he enjoyed as he smiled, and he wanted to touch it but was encouraged to mix it up using the whisk. He had a good stir, and then the practitioner gave out the flour, encouraging him to take one scoop of flour out. He managed to pour it into the bowl, and then it was passed around for others to have a turn.

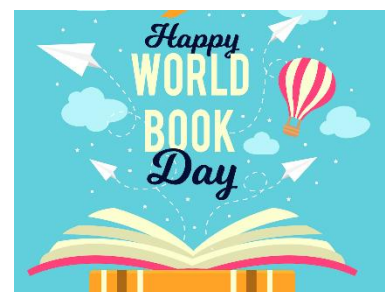
Esme was repeating "Esme turn" as she was waiting to have a go. Esme then scooped a spoon of flour and wanted to do more. Sylvie was supported to scoop a spoon of flour, and she smiled, then Mae and Zachariah did the same; they also gave it a mix

with the whisk. Sa'ad then poured in some milk to finish it off and gave it one last mix using his right hand and the whisk. Sa'ad and Salah went off to wash their hands with the practitioner while Syra, Mae and Esme helped clear and wipe the table, showing **independent skills and interest in care routines.**



World Book Day

Sunshine room children were introduced to World Book Day by focusing on a story book for the week, we chose Goldilocks and the Three Bears as this linked in well from our baking week as it involved making porridge. The children participated in activities related to the story, by making Goldilocks and the Bears, exploring porridge sensory play, and role playing the story throughout the week. Some children came in dressed up as characters showing great excitement while others dressed up at nursery and we all had a lovely party. On the same day it was also Ayaan's birthday and we all celebrated him turning 2yrs old with a lovely cake.





Goldilocks and the Three bears story with props - CL/Listening and attention/Speaking

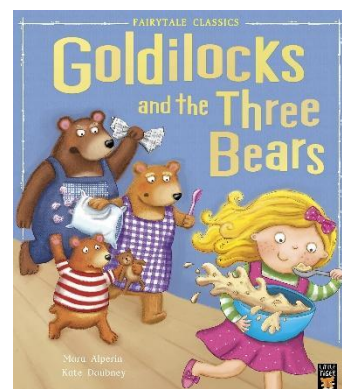
To introduce the story, we set up in a tuff spot with the storybook and props from the story; a soft doll (Goldilocks), three bears, 3 bowls, 3 spoons with some porridge. Sa'ad, Salah, Syra and Esme took part as they sat down by the setup, eager to explore. The practitioner began reading out the story, pointing out each character, the hot porridge and emphasising on each bear's voice, when Goldilocks appeared, she said 'oh no' each time something went wrong. They **listened with interest to the noises the adults made when they read stories.**

Salah was calm and listened throughout the story, while Sa'ad was very engaged, scooping and filling the porridge, and he said, "Sa'ad porridge, bowl, mixing", using **different types of everyday words (nouns, verbs and adjectives)**. He held the little wooden spoon and stirred the porridge in the bowl, then he transferred some into the other bowl and kept repeating that for some time. Syra wanted a turn, and she was given a bowl and spoon, too. She stirred and scooped the porridge and attempted to eat it. She watched the practitioner whilst listening to the story and pointed as the practitioner asked questions such as "Where's the broken chair?" and, "Where's Goldilocks sleeping?" Esme was also listening well and looking at the images in the book, she then took a bowl and spoon to explore the porridge. She got upset as there was no porridge in her bowl, so the practitioner reassured



her and showed her how to scoop from the tray and into her bowl.

As the story was being read, we emphasised the different size bowls using the visuals to help them make the connections, then the different sized chairs and the beds, the practitioner laid Goldilocks down to sleep which they all observed closely and some said "shhh". Overall they enjoyed the story, showing engagement with the props and using lots of language.



Making brown bears – Expressive Art and Design: creating with materials

Sunshine Room children replicated the brown bears from the story by using paper plates and brown tissue paper. To prepare for the activity, the practitioner wore a bear mask and acted out as the Daddy Bear from the story then asked the children if they wanted to make a bear, also allowing them to think if they wanted to make Daddy, Mummy or Baby Bear, enabling them to be critical thinkers.



Mae, Esme, Syra, Ayaan, Sylvie, Corto and Noa took part, showing interest in the activity. The practitioner gave them some tissue paper each to tear and scrunch up first, this represented the bear's fuzzy fur. Esme sat in a squat position using both her hands to grip the paper with her pincer grip to tear it apart, then she used the palm of her hand to rub the tissue paper to scrunch it up. Mae also participated in prepping the activity. She used her right hand to hold on to the paper, copying the practitioner by putting the paper in the middle of her palm and rubbing using the fingers to crumple the paper. While doing these actions, she attempted to say “crumple” by saying “crum”, identifying action words by following simple instructions.

The practitioner quickly drew some eyes on each paper plate and gave them out. Mae and Esme took their own plate and started to spread the glue around using the spatula. Mae observed her peers, then, using her right hand pincer grip, took some of the crumpled brown paper and placed it on her paper plate. Ayaan and Syra also took a plate and enjoyed spreading the glue. Ayaan shared the glue with his peers when he saw that they needed more. He used his right hand to hold on to the spatula and take a big scoop of glue, then he took some crumpled paper to put in the middle of his paper plate.

As the practitioner pointed out their bears coming along nicely they noticed and became interested in the transformative effect of their action on materials and resources. Corto, Sylvie and Noa were supported and guided at having a go. The babies showed interest in grasping the crumpled up

tissue paper exploring texture and materials. To finish them off they stuck on some ear shaped brown paper and then a circle shaped black paper for the bear's nose.

These activities helped to bring the story alive and facilitate their understanding of the storyline as well as learn new words and introduce new mathematical concepts such as small, medium and big.



Holi (the festival of colours)

Holi is a Hindu festival celebrated as the Festival of Colours, Love, Equality and Spring. Sunshine Room children participated in Holi-related activities to learn about mixing and creating patterns using



colours that they see in their everyday lives and also to support children in learning about the festival. They participated in colourful activities such as making a handprint tree, sensory play with coloured sand, mixing powder paints, tactile play with coloured pasta, colour matching games, and finally to support speech and language they did a 'What's in the bag?' activity with items representing the festival.

Colourful handprint tree – PD/moving and handling

The practitioner introduced Holi to the children by showing them a short educational video to which they were engrossed in by listening and watching. Some even repeated the word "Holi". The practitioner explained how in Spring they celebrate all the beautiful colours and how they were going to do activities with colourful paint. Some babies shouted "activity, paint!" In excitement, **beginning to put two words together**. Salah, Sa'ad, Syra, Esme, Mae, and Zachariah showed interest, they waited until their turn as the practitioner painted on their hands one by one. The practitioner gave them the option to choose which colour they would like before painting their hands. Salah chose yellow, Sa'ad chose red, Syra chose red, Esme chose green, Mae and Zachariah chose blue. They were all guided and supported to place their hand on the paper, and then they continued to print their hands repeatedly onto the paper; **making connections between their movement and the marks they made**, some even asked and reached for the brush to paint some more.



The practitioner gave the children the opportunity to explore colours by making handprints in a beautiful way a second time and to enable Ayaan, Irfaan and Noa to have the opportunity to take part. The children enjoyed printing their little hands onto the card. Noa and Ayaan were excited to have a turn with the practitioner's support as they allowed the practitioner to spread the paint in their little hands, **exploring the environment, interacting with others and playing confidently while their key person was close by**. This activity supported the children with exploring the colours and naming the colours they see in their daily lives.

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allowed the practitioner to spread the paint in their little hands, **exploring the environment, interacting with others and playing confidently while their key person was close by**. This activity supported the children

with exploring the colours and naming the colours they see in their daily lives.



Coloured sand play – EAD being imaginative and expressive

Continuing with the holi theme, we played with coloured sand. While preparing for the activity, Zachariah went to the practitioner and attempted to say activity by saying "abibity". Mae got her peer's attention by saying "activity time". Esme enjoyed the activity and helped the practitioner prepare the activity. She carried the bowls with both of her hands and used her right hand to hold on to a spade to scoop some sand into each bowl. Once she and the practitioner



were finished, they took the bowl to the paint area to mix the colour in, she sat next to the practitioner as she watched the sand being prepared. Esme engaged throughout the activity she used her right hand to hold on to the spoon and mix the colours together and scoop out the sand in and out of the pots.



Zachariah participated in the activity and stayed until the activity finished, he played by holding on to a spoon using his right hand and scooping the green sand to the orange sand to mix it together, making a brownish colour then he switched to a fork and used it to scrape the sand to make line marks on the sand, **continuing to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.** Once all of the sand was poured out in the tray Zachariah took his right palm and started to pat the sand while doing these actions he said “pat pat”.

Saad named all the colours that he saw, such as “orange”, “green”, “blue”, “red”. He held onto two different spoons in each hand, he used those spoons to pat, mix, and scoop the sand together making different colours, using his hands to start **to operate independently during a task that uses both, with each hand doing something different at the same time.** Overall the children enjoyed exploring all the colours and making marks in the sand.

St Patrick's Day

As St Patrick's Day approached on 17th March, the children were introduced to Irish culture through creative activities by exploring with the colour green, making the Irish flag, painting shamrocks and exploring a sensory bin. We used images as visual reference and they enjoyed dancing to Irish theme songs.



Making Irish flag: **Expressive Art and Design/creating with materials & CL/speaking**

Sunshine room children enjoyed taking part in making an Irish flag for St Patrick's day. The practitioner prepared three colours of tissue paper; green, white and orange, as it's the colours of the flag. The children were given individual cards to stick the tissue paper on. Esme, Mae, Syra, Salah, Zachariah and Sa'ad were able to hold the glue spreaders in their hands and one by one they had turns to scoop the glue and using their gross motor skills they were able to spread it on the paper. The practitioner supported the children by showing them where to place the colours on their paper and they did a great job following the instructions. Mae, Esme and Sa'ad were able to repeat the words “Flag” while decorating their own



flag, **using single words**, some said *orange* and *green*. This activity supported the children with their understanding in following instructions and also to be able to explore with materials



as they picked and placed their colours onto their paper. They enjoyed feeling the texture of the material and also being able to use their imagination to make their own flag, and some even said “wow” when they finished showing pride in their work, [noticing and becoming interested in the transformative effect of their action on materials and resources](#). They were able to stay focused until the end of the activity, demonstrating a keen interest and engagement.

Ramadan



This month was Ramadan, in Islam, it is the holy month of fasting. The month begins and ends with the appearance of the crescent moon. The daily fast is from sunrise to sunset. Muslim parents and practitioners have been fasting and sharing their experiences with the children. The children were introduced to the theme by exploring the interest table that displayed items about

Ramadan, such as clothing items, images of a mosque, prayer beads and mat, a box of dates and story books. Providing them with materials allowed them to understand different religions and cultures, understanding the world and environment around them.

Making lanterns – Expressive Art and Design/ creating with materials

To begin the theme, we started with decorating the room. Sunshine Room children participated in making their own lanterns. Ayaan, Sylvie, and Esme participated in the activity.

As soon as Ayaan saw the prepared activity, he went to the table and immediately began the activity by taking his own spatula, dipping it in the glue, and spreading it all over his lantern paper. Once his paper was covered with glue the practitioner offered him the sticking materials, he reached into the bowl full of pom pom with the help of his peers and practitioner he managed to say “Pom pom” and attempted to say blue by saying “bue” and “circle” by letting out a sound “ah”. He used his pincher grip to stick the pom-poms one by one to his paper. When he was done, he made the sound “ah” to get the practitioner's attention, showing his finished lantern, [noticing and becoming interested in the transformative effect of his action on materials and resources](#), and then went to clean the glue off his hands.



Esme enjoyed spreading glue all over her paper. Once she was finished, she started playing with the sticking materials. She reached over to the pom-poms and said, “Wow, pom-poms.” She took a handful in her right hand, wriggling her fingers to feel the soft pom-poms. Once she was finished with her lanterns, she went to her peers next to her and started helping them stick pom-poms in their paper. Sylvie participated in the activity independently, spreading the glue over her paper and using her pincer grip to place the sticking material one by one, covering her paper.



Making mosque collage – Communication and Language/ Speaking

We made a collage of a mosque. To prepare for the activity, the practitioner set up a large piece of paper on the table and gave each child a spatula to dip into the glue and spread it around the paper.

Sa'ad and Salah sat next to each other with a glue pot between them. They took turns holding onto the pot and dipping their spoons into it to see who could get the most glue on their spoon. They said, "Salah turn" or "Sa'ad turn."

Before they started sticking the shapes to make the mosque the practitioner taught the babies the shapes and colours. Saad, Salah, and Esme were paying attention and looking at the practitioner and they were able to say "pillar", "roof", "window", "wall", "dome", **learning new words very rapidly and able to use them in communicating**. When they said "door" all of the babies closed their fists and pretended to knock on the paper door. Zachariah used his index finger to lightly tap the door, mimicking a doorbell.



Zachariah held on the spatula using his right hand and used it to scatter the glue around using circular motions, he held on to the plate of glue with his left hand, keeping it to his side or giving it to his peer next to him if they needed it. Once he ran out of glue he gave the plate to the practitioner and said "More please".

Making Iftar (dinner) plates – PD Health and selfcare



Muslims break their fast with a meal called iftar that is often shared with friends and extended family. The iftar usually begins with dates followed by the meal. The practitioner began by showing Esme, Syra, and Zachariah a Ramadan puzzle that featured images of food in celebration of Iftar and Eid. The practitioner named the food items we could see, and the children said "yum yum" and nodded in agreement when asked if they liked fruits, rice, and chicken, also clapping in excitement. We also had a Ramadan storybook at the table, which we used to check if the story showed about eating iftar.

Then, the practitioner took out magazines where we looked at food items and identified what each of us liked. Syra noticed grapes, Esme wanted the pear, and Sa'ad and Salah wanted the paper plates, so they started glueing. We gave out plates to all the children, and they spread glue using their right-hand palmer grasp. As they glued, the practitioner cut out some food images and asked who wanted them. Most of them said yes, and the children were given the ones they liked. Sa'ad and Salah were given dates as they recognised them, then the chickpeas, rice and samosa. They asked for some fruit images as



Eris cut them out. Syra asked for carrots, pears and more, demonstrating they are **developing their own likes and dislikes in food and drink**. Zachariah was given some options, and he attempted to repeat after the practitioner, but he was mostly glueing and was trying to take off the images. Sylvie showed interest as she was glueing, then pointed with interest at the images and attempted to repeat words. She was able to stick down each image she was given and made sounds of excitement. During this activity, **their hands operated independently during a task that uses both, with each hand doing something different at the same time**.



The end of Ramadan is marked with Eid- al Fitr, the “Feast of Fast-Breaking,” which is one of the two major religious holidays of the Muslim calendar. The babies continued the theme for a second week and extended their learning through cooking activities in preparation for eid.

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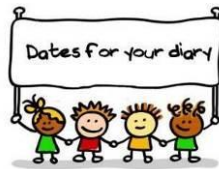
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Easter Holiday

Last day Thursday 11th April 2025 Nursery closes at 4 pm

– Re-opens Wednesday 23rd April 2025

Fri 19th April – Public Holiday

Mon 21st April - Public Holiday

Tuesday 22nd April- Inset day

Bank Holiday

Mon 5th & 26th May

Eid Holiday

Around 9th June (To be confirmed)

Summer Holiday

Last day Wed 13th August 2024 Nursery closes at 4 pm -

Re-open Tues 2nd September 2025 –

Mon 25th August – Bank

Holiday

Mon 1st September -

Inset day

Winter Holiday

Last day Tuesday 23rd Dec Nursery closes at 4 pm – Re-open Tuesday 6th Jan 2026

Thurs 25th Dec – Public

Holiday

Fri 26th Dec - Public

Holiday

Thurs 1st Jan – Public

Holiday

Monday 5th Jan – Inset

day

Comments/ Suggestions

Please feel free to email us any suggestions/comments you may have to office@rooftop-nursery.com

We really appreciate your feedback, please review our nursery on google so that we are able to promote our services to other parents and families. <https://goo.gl/maps/1sGwLz2R6nc1aAdW7>

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.