

Ottaway

## March 2018 Newsletter

Happy Birthday!

Rowan &

Oliver TS

Roof top  
nursery

# Roof Top Nursery

### Female Carer's day

We had a fabulous turnout on Female Carers Day on Friday 9<sup>th</sup> March 2018. There were plenty of activities for everyone to do, snacks to eat, pampering and gifts for the carers which was very much appreciated!



"It was very enjoyable. Thank you so much!"  
(Gilly, Nika's mum. Rainbow room)



"It was fab, thank you so much! All really well thought through, such a well organised and lovely day. We feel very lucky to be a part of Hilltop's family- Thank you!"  
(Emily, Stanley's mum. Sunshine room)



"Thank you for a wonderful treat."  
(Elauan, Kobe's mum. Star room)





Thank you to Hafiza for the lovely gifts and making all the female carers feel special on the day, we hope you all had a lovely Mother's Day.

### Comic Relief:

Thank you for all your kind donations for Comic Relief. The children and practitioners' showed their support by engaging in outdoor sports activities such as, the children participating in obstacle courses and sack races! The children had so much fun!



### World Book Day;

World Book Day celebrates the pleasures of reading. On Thursday 1<sup>st</sup> March 2018, the children and practitioners brought their favourite book characters to life by dressing up!



### Sabina going on Maternity:

At the end of March we will be waving farewell to Sabina our Nursery co-ordinator who will be going on Maternity leave on Wednesday 28<sup>th</sup> March.

Sabina has been a fantastic support to the parents, children and staff at our nursery. We will miss her very much and cannot thank her enough for all her hard work and attention to detail, until then we wait patiently for her to return back to us.

We wish Sabina all the best with her new family, farewell Sabina.



### Parent notices: Updates

- Sign your child in and out daily on the register, parent/ carer must write their name when signing in and out.
- **Fees reminder:** monthly fees are due in advance and not in arrears. We will be issuing fines for every late payment. The fine is £10 for each week you go

over. Please ensure online payments have the correct reference, i.e. your **child's name**. **N.B. We do not accept cheque payments.**

- **Parent e-mails:** We send out e-mails regularly to parents to notify everyone of events and updates. If you have not been receiving any emails, then please get in touch. Email: [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)
- No babysitting policy: The staff at Rooftop nursery cannot babysit children that attend Rooftop Nursery, due to safeguarding issues.
- No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- Please provide a labelled bag with adequate amount of spare clothes (underwear, trousers, socks, nappies, wipes etc).
- Please return nursery spare clothes.
- Please call the office by 9.15 am to inform us of any absences or late arrivals.
- Breakfast starts from 8.05 am until 8.50 am. If you wish for your child to have breakfast please arrive before 8.45 am.
- Please check your child's pockets to ensure they do not bring in coins or any objects deemed as a hazard or any other items from home.
- Close the gate behind you upon entering and leaving the premises.
- Please ensure your child attends nursery on time. Lateness causes disruption and affects the child's routine and ability to settle in.

## Star Room

Star room children have been very busy this month with culture, exploring and discovering. Let's read what Star room children have been up to:

### Respecting Adults

In Star room our theme was about respecting peers and adults. This is due to some children demonstrating unwanted behaviours. The children in Star room were able to talk about ways in which we show respect to people close to us and learned how to [form positive relationships by developing and respecting others](#).

#### Communication and Language:

##### Speaking;

The children first watched a mini clip on respect; the clip was a discussion about why we should respect our elders, what good manners are, why we use them, as well as how we can offer help and support to everyone close to us.

Kobe said, *"Respect is when we respect everyone!"* Gabriella also said, *"We do not only respect adults we have to respect friends too!"*

##### Card making;

For our activity the children took part in making cards for someone special. They were encouraged to use a fair amount of positive language throughout, [to connect](#)



ideas and feelings. The children explored and played with a wide range of media and materials such as; glitter, feathers and tissue paper to create their card. The children were talking about who their card was for, Edith said, "I made my card for Nanny P" and Marion said "I am making my card for mummy". The children were taking turns in using the glue spreaders and sharing the resources and using positive language such as, please and thank you.

### Emotion box;

To further the children's understanding about respect we explored emotions on how our actions influence on how someone else feels. We used persona dolls, our box of feelings and emotion cards during the activity. Star room children spoke about what will make our mummies and daddies happy.

## World Book week

### Personal, Social and Emotional Development:

Thank you to all the parents for working in partnership with us and parents made such a wonderful effort to dress their lovely children for World Book Day! All the children looked adorable in their costumes; Violet was dressed as a witch from the story 'Room on the Broom' she had a handmade broom which was made from natural wood with the characters of the story hanging from it. She looked amazing! Melissa dressed up as Bat Woman, Asianne Mae dressed up as Goldilocks, Ezell as Peter Pan, Marion as a princess, Gabriella as a pirate, Sky as a princess. It was a wonderful and enjoyable day for all the children and staff, as children exchanged conversation with each other on their costumes and favourite stories.

Each day the children explored different fairy tale books. They had the opportunity to vote for seven different books they wanted to read during this special week. This really helped in promoting democracy throughout the room. Activities were planned according to the books that were chosen by the children. We first took part in small group sessions where they all read some of their favourite stories, helping children to develop a positive sense of themselves as well as enabling the children to express their own preferences and interests. Marion said "I love Winne the Witch", Violet said "Red Riding Hood is the best story ever!" The children were able to listen to stories with increasing attention and recall.



### Expressive Arts and Design:

#### Red Riding Hood Role Play

The children have taken part in 'Red Riding Hood' role play. The children were encouraged to engage in imaginative role play using small puppets as props. Each child took turns in role play; they used various voices to imitate the characters as the adult read the story.



Gabriella was the wood cutter, Ayaana was the grandma, Amelie pretended to be Red Riding Hood and Violet was the wolf. The children were able to [join in independently with repeated refrains](#) from the story. As the practitioner read the story each child lifted up their prop to show their peers.

During this activity Gabriella said, *"The children don't eat other children, the wolf eats the children"*.

Amelie said *"I am the Little Red Riding Hood"*, as she followed through with the role play moving her puppet from side to side.

Violet said *"I'm the wolf"*, as she pretended to chase the grandma using her puppets. The children enjoyed [modelling the story using props](#).

### Personal, Social and Emotional Development:

#### Painting the Wolf;

Star room children used brown paint to make a wolf from the Little Red Riding Hood story. The children used long strokes to paint the wolf and later used hay for wolf whiskers. The children had individual A4 paper which they painted on and later we put the pieces together to make the wolf. Throughout the activity the children were encouraged to talk about [feelings and know that some words and actions can hurt others](#).



The children were talking about how little red riding hood was not happy, when she found out that the grandmother was not the one in the bed and instead it was the wolf. Marion said *"Little Red Riding Hood was not listening to mummy and the wolf is not being nice"*. Amelie said, *"The wolf is not being nice to the grandmother because he chased the grandmother away"*. This supported their development in [describing main story settings, events and principal characters](#).

### Expressive Art and Design and Physical Development;

During outdoor play the children had so much fun exploring in the snow! The children made a snowman, a snow angel and had a snow ball fight with their peers. The children explored the snow in many ways. One was [describing the texture of the snow](#), Marion said "the snow is cold" and Asianne Mae said "The snow is fluffy". Some children also did a snow dance,



during the dance the children were twirling with their arms spread out as the snow was softly falling, while some lay down as their waved their arms and legs softly through the snow. The children were [showing a sense of enjoyment](#). The children also took turns sitting in the snow sledge whilst the practitioners pulled the sledge



across the play roof. This activity really lifted each child's spirits for a lovely snowy day. This was an exciting day for the children as they watched in fascination through the window as the snow was falling creating a beautiful landscape outside.

## Holi

The children learned about Holi which is a Hindu festival that marks the arrival of spring. It is known widely as the festival of colours.

### Mathematical Development:

Star room children explored different colours for the Holi festival of colours. They mixed different colours together to make new colours.

For the children [to explore how colours change](#), they have used different tools to mix paint colours together. The children noticed the changes and made comments to the practitioners about what they had observed.

Violet said *"Red and blue makes purple"*, as she used a sponge to mix the two colours on her paper.

Esmail picked out a heart shape and made prints on his paper. He was able to confidently make the links between the shape tools and his paper prints. He called a practitioner to look at the stamps he made as he smiled proudly.

Naeem made a comment about the colours he mixed, he said *"I made light orange"* as he mixed the colours yellow and orange together on his paper.

Kobe mixed his paints together; he explored the paint by using both his hands to mix orange, yellow and red together. He pointed to his paper and showed his art work to a practitioner.

The activity was extended the next day as the children took part in a balloon confetti activity. They were encouraged to [explore the different shapes](#) that came out of the balloon when it was popped. They were then encouraged [to make arrangement with the shapes](#). Marion, Violet, Melissa, Ezell, Aisanne Mae and Naeem collected the different shapes and arranged them in a pattern. Naeem pointed to his work and said *"Look at my pattern"*? During the activity the children learnt that sharp objects need to be used safely. Kobe said *"You cannot touch the sharp bit because it will poke you"*.





## Forest Play

### Critical Thinking, enjoying and achieving and actively involved:

The children took part in forest play where they had the opportunity to explore and take part in imaginative and free choice of play. Before the activity our 'Forest Play Lead Hafiza', went through the rules with the children: 'No licky, No picky!' which means that the children are not allowed to be picking up anything and put this in their mouth. She also went through what areas the children are not allowed to go for example; the children are not allowed to go pass the red tape. The children were also shown how to do the X factor position (you stand still and put your arms around your shoulder making a cross) this is in case we see a dog, fox, or bee etc...The children were split into three small groups, the first group took part in mud mixing and where then encouraged to pour the mud into their own little buckets. They then used



paint brushes to complete mud painting pictures, understands that equipment and tools have to be used safely. The second group were exploring the area to find insects and objects of interest to them. The third group found objects that they were attracted to and made sculptures from these using twigs, leaves and stones.

Forest play helps promote all seven areas of learning under the EYFS providing the opportunity for the children to develop upon all the characteristics of effective learning. Finding and exploring, the children used their senses to explore the world around them. Picking up stones and

describing the texture of different natural objects. Marion said "This feels rough," as she held the stone on her hand. The children showed curiosity about the natural objects they found and used their imagination to make use of the natural objects in different ways. Amelie collected different twigs and branches to make a mummy sculpture. Kobe, Gabriella, Neem, Amani and Harrison mixed water with the soil and pretended to be painters, using the brush to paint the stones and walls. Harrison balanced on the wooden stumps along the pathway and jumping from each wooden plank to another and he played with the wooden hammer and hammered the wooden seats and trees. Melissa said 'I have a twig with leaves and a stone'. The children were able to talk about some of the things they have observed such as plants, natural and found objects. Amelie took part in majority of the activities along with Amani, Finlay, Ayaana and Jonah.

During forest play the children showed a can do attitude, as they explored the forest area. Star room children have shown an interest in worms that a child discovered, they all gathered together to look at the worm. The children needed a little support from the practitioner to be gentle



towards the worm, the practitioner held the worm on her hand for the children to overcome any fear they may have. Janai showed a **can do attitude** as she volunteered to hold the worm in her hand, which she encouraged her peers to do so as well. Gabriella, Violet and Amani all took turns in holding the worm and taking care of it, **showing care and concern for living things and the environment**. As Star room children showed a lot of curiosity throughout forest play the following day the practitioner brought their objects of interest from outside to the indoor play area in the tuff spot to explore this further by setting out some of the natural objects for the children to play with indoors. We all look forward to our next forest play session which is held currently every fortnight. *Please note; if it's not your child's day and you would like your child to take part in forest play you can book in for free in advance for them to come and take part, the session are booked on a first come first serve basis.*

## Recycling

### Exploring Using Media & Materials and Communication & Language:

In Star room, we have been focusing on the importance of recycling. We have also completed lots of activities on recycling by **exploring different materials and finding out what happens when they put different things together**. Some activities included painting the globe using the colours green, blue and yellow onto cardboard using a tissue roll. The children were very intrigued about the way the colours came out on paper with the tissue core; Asianna said *"It has lots of dots everywhere"*. Before we started the activity, we watched a video on why we recycle and what we can recycle. The children were engaged throughout the activity. Amani said *"It is important to recycle. If we do not recycle the planet will get dirty and there will be dirt everywhere"* he also said, *"It is important to bin it in the green bin because that is the recycle bin"*. Amelie replied to Amani saying, *"I have an orange bin for recycling"* and Kobe, Marion and Violet said *"I have a green one"*. This activity allowed the children to **listen to each other in a small group**. All the children participated very well and were all engaged in each other's views.



### Junk modelling and making a robot

#### Physical development and Understanding the World:

Star room children were all amazed at the different recycling resources they could use to make a robot. Star room children **handled tools, objects, construction and malleable materials safely with increasingly control**. Marion and Janai said *"I am making the head first"*. They used PVA glue, plastic, paper, tissue paper and cardboard to make their robot. Marion said, *"We need to put a lot of glue so that we can stick it on"*. Amber and Violet decided to help Harrison and Kobe with their robots by sticking lots of different cardboard pieces on the robot. Harrison said *"My robot is very sticky!"* The children's models were





displayed around the room along with bin liners. Kobe and Naeem took bin liners and went around the room picking up all the plastic, paper and cardboard. The children had great fun role playing with the materials provided. They were separating the recycling items. Naeem said to Violet *"That doesn't go in there!"* as Violet put the paper in with the plastic bottles. The activity allowed the children to **understand cause and effect as well as being aware of change.**

## Rainbow Room

### World Book Week

#### Physical Development and Communication and Language:

Rainbow room children took part in various activities which were related to our theme "World Book Day". The children enjoyed reading different story books as well as bringing in their favourite books to read with their friends. One of the activities we focused on for world book day was based around the story 'Goldilocks and the Three Bears'. We read the story and the children enjoyed role playing to the story. We had three chairs, three bowls and three bears on display for the children. The children enjoyed listening to the story and enjoyed doing the role play activity. Rowan, Otto and Isabelle were counting the bears. In this activity we also looked at different sizes big, medium and small. **The children were able to differentiate between the sizes** as we role played the story. The children also learnt a new song about Goldilocks and the Three Bears and the children loved it. Their favourite part was when the bear roared at Goldilocks *"ROAR! ROAR!! ROAR!!!"* all the children screamed. We completed a follow on activity by watching a video of the story. By watching the video this brought the story to life for the children and raised discussions between everyone. Isabelle said, *"There is a big bowl and small bowl"*. Otto said, *"There is three bears, the bears not happy"*. For our follow on activity we set up in our expressive arts and design zone with porridge and wooden spoons. The children explored the porridge by mixing and talking about the texture. They also had great fun role playing in this area. These activities allowed children **to show control in holding, mixing, using books and mark making tools.** The activity also allowed the children **to listen with interest to the noises adults make when they read stories.**



#### Express Arts and design:

Rainbow room children also enjoyed exploring a story about "We're Going on a Bear Hunt". They looked at all the different places the story takes us and spoke about the different weather conditions that were highlighted throughout the story. Isabelle said, *"There's lot of trees in the forest"* Otto said *"We need to take off the shoes to go in*

*the river*". All the children enjoyed repeating the phrases in the story. This activity allowed the children to discuss the weather and the outdoor environment, picking up on vocabulary such as, snowstorm, mud and grass. The children were able to use available resources to create props to support role play.

## Female Carers day

### Personal, Social and Emotional Development:

During female Carers week, Rainbow room focus theme was "Female Carers day" which is in relation to Mothers Day. We had different activities surrounding this theme. The children enjoyed making cup cakes for their mum and were very engaged in this activity. They all participated in putting all the ingredients in the bowl and mixing it together. During this activity it raised several discussions about birthday cakes, colours and birthday party invitation. Adam said to Charlie "My birthday cake is yellow and blue". Nika and Amber said, "My favourite is mixing".



During the process of making the cake we talked about why we were making these and who we were making it for. The children were happy to bake the cake for their mums but they couldn't wait to eat the delicious cake! "I'm getting hungry" said Rowan. This activity allowed the children to seek out to others to share their experiences as they all had different stories to share with us about their experiences in baking.

### Understanding the World:

Rainbow room children enjoyed themselves on Female Carer's Day as they had the opportunity to engage in the various activities that were set out across the three rooms. All the children were engaged in a range of different activities but most of the children took interest in the planting table. On this table, they had the opportunity to talk about the process of planting and why things happen and how things work. Rowan enjoyed filling the planting pots with soil and said "Next we need to add the seeds". Oliver also enjoyed emptying and filling the pots of soil. The children were very engaged in this activity and Otto said "I love planting", while planting three different vegetables with his mum. Due to the interest of the children this activity has been followed on for our next theme.



## Planting

Rainbow room children learned about planting and how flowers grow as we are now in spring.

### Expressive Art and Design:

Using different materials and tools the children decorated the plant pots. They used glue, paper, pompoms, pencils and felt tips to design their plant pots, they then used glitter to decorate it at the end. Some children also used textured paper, enabling them to explore different fabrics and textures. *"I'm making it for my sister"*, says Isabelle. The children were able to use tools effectively. The children also used yoghurt pots which they painted yellow in order to make the 2D daffodils.

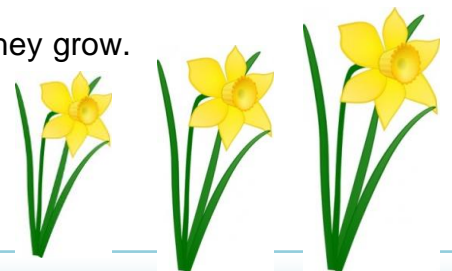
### Physical Development:

The children created their very own plants! The children were encouraged to independently paint their hands and then use their hands to print. Some children also stamped their hands in the green paint. During this activity the children were using large hand movements to stamp their hands on the paper and using their fine motor skills to create finger prints as decorations on their plant. All the children engaged really well within this activity and spoke about the colours they were exploring with. *"It's cold!"* said Rowan, he giggled as he put his hands in the paint. *"It's green!"* said Anais correctly identifying the colour she was using.

The children enjoyed planting vegetable seeds independently this week. They used spades and placed the magic seeds beneath the soil and showered the soil with some water. *"I want to do it"*, says Adam with excitement. The children enjoyed developing their independence and hand-eye-coordination throughout this activity.

### Understanding the World:

The children learned about the life cycle of plants and how they grow. They were given the opportunity to explore their environment and the natural world through planting vegetable seeds in the soil, the children will be monitoring this over time to see how vegetable will be growing.



## Sunshine Room

### World Book week



Throughout the week to promote world book day sunshine room set up the book corner with the story and the props of 'Three little pigs' on Monday, 'Goldilocks and the three bears' on Tuesday and 'Little Red Riding hood' on Wednesday, which the children showed great interest in. Thursday was 'dressing up' day and most of the babies came dressed in lovely characters and brought in





their favourite books.

### Communication and Language:

Sunshine room children listened to and enjoyed the rhythmic patterns in rhymes and stories as we read the stories with finger puppets during circle time and then moved on to an adult led activity. During this activity they had the opportunity to explore the three little pigs using the wolf finger puppets alongside with wooden blocks, sticks and hay. We also set up a farm house on the tuff spot. This enabled the older babies to be able to use single words, imitate words and sounds as the practitioner role played the story and asked the children questions. "Where's the house? Where are the pigs? Where's the wolf? Etc. They also enjoyed babbling and increasingly experimenting using sounds of words to communicate for a range of purposes as Jack, Noah, Aria, Stanley and Leon all showed interest in picking up the blocks, the sticks and the hay making contact with each other as to which resource they wanted.



They used the red coloured pens to create their image of 'The Little Red Riding Hood'. They were all engrossed in this mark making activity; the story props helped them in showing interest as they took turns holding 'Red Riding Hood'. The practitioner used language such as, "*red hood, red cape, little girl, holding a basket, to see grandma*" etc.

During circle time we enjoyed another activity of 'What's in the Bag' which contained the story props and as the children took turns pulling things out of the bag they were fascinated by what they pulled out. The children were making babbling noises, sounds of words and pointing as they share their interests.



### Physical Development:

For the story 'The Three Little Pigs', the children explored painting with pink paint to create the pigs from the story which they enjoyed as they used their sensory experience of making marks in the paint. Matteo, Noah and Leon enjoyed using their hands to spread the paint all over the paper; they also noticed the pigs on the table and picked them up giving it to the practitioners. This really helped the children to make connections between the movement and marks they make.



For the story 'Goldilocks and the Three Bears', the children were encouraged to mix porridge with milk in individual bowls and stirred it using a spoon, this allowed

them to develop their likes and dislikes in food as some children tasted it and enjoyed it. Molly is gradually able to engage in pretend play as she had the bears next to her and she wanted to feed the porridge to them as she directs the spoon to their face.

For the story of 'The Little Red Riding Hood', the children created pictures of Red Riding Hood with a visual image using paper and marker pens. They held the markers using a whole hand (palmer grasp) and made random marks with different strokes.

On Thursday during World Book Day all the children came dressed in lovely costumes. We had *Peppa Pig*, *The tiger who came for tea*, a butterfly from *wow*, *said the owl*, Princess Belle from *Beauty and the Beast*, Mike from *Monsters Inc.* and so much more! The children also brought in their favourite books and we all enjoyed reading the selection of books as well taking part in role play.

### Snow day



This month the Children experienced their first snow day at Roof Top. This sparked up a lot of interest from the children.

### Personal Social and Emotional Development:

Sunshine room children noticed the snow falling outside. They looked out of the large window and enjoyed pointing and babbling about what they saw. We then allowed them to explore the snow indoors inside a tuff spot which felt very cold. They were all very interested as they saw the snow begin to melt.

### Holi



This week sunshine room children learnt about Holi festival of colours!

### Physical Development:

Sunshine room children enjoyed hand printing with different colours; the practitioner showed them how



to put their hands in the paint and attempt hand printing on a big paper.

They enjoyed the sensory experience of making marks in paint as they used the colours orange, blue and red. Jack, Noah, Leon, Matteo all explored and touched the cornflour with added powder paints in the black tuff spot. They used their hands to mix corn flour and paint together in a group. The children showed signs of enjoyment from the activity as the children had a large grin on their faces while they were mixing the paint together. The children made connections between their moments and marks they make. The practitioner also encouraged the children to name all the colours.



Sunshine room children showed interest in gluing and sticking with colourful tissue paper. The practitioners supported Stanley, Iris, Noah, Matteo and Jack to spread the glue by using their palmer grasp to hold the glue stick. Sunshine room children also actively took part in parachute play as it represents all colours. They enjoy running under it, over it, stretching it and shaking it.

### Communication development:

During this topic practitioners encouraged children to explore colourful rice. They then used glue sticks and paint brushes on paper to create lovely art work. They really enjoyed sprinkling the rice on the paper from a choice of three different colours. During the activity practitioners spoke about the different colours, we encouraged them to use single words such as, 'rice, red, green and blue'. When the practitioner said, "Look its red" Molly looked at the practitioner and said "Wow red" through this activity the children were able to imitate the sounds and words used.



Sunshine room children also took part in baby yoga. When the practitioner said, "Now we are going to stretch our arms", they were able to look at the practitioner and follow simple instructions. Some of the children were sitting next to the practitioner and observing their peers.

## Female Carers Day



Sunshine room children enjoyed taking part in the activities relating to female carers week. We baked some cupcakes which they took home they also created a flower collage using lots of colourful tissue paper.





## Planting

The children were exploring in the garden as we approached spring we have been learning about plants.

### Physical development:

Sunshine room children enjoyed a hand printing activity creating spring flowers by using two different colours. They **enjoyed the sensory experience of making marks in the damp paint**. Matteo and Aria really liked the texture of the paint when the practitioner painted their hands. Noah was excited to join in with the activity, so he came along and independently took a brush. The practitioner encouraged him to paint his hand with the brush.



The children also took part in cornflour play with different powder paints and paint brushes. Iris started to show interest in this activity and the practitioner encouraged her to touch the cornflour. Jack, Matteo and Noah were holding **paint brushes using their whole hand palmer grasp and making random marks with different strokes**. Sunshine room children also painted flower pots with a visual image. Gracie, Johnny, Noah and Leon enjoyed using their hands to spread the paint all over the flower pot, they also noticed the image on the table which they were looking at. They used green and orange paint to colour their flower pots, through this activity the children were able to **make connections between the movement and marks they make**.



The children are also enjoying the baby yoga session with the practitioners. They were focusing on the two poses which were sleeping bunny and tree poses. Jayden, Noah, Gracie and Iris were trying to imitate practitioner's actions. They were also encouraging to **crawl, bottom shuffle and roll continuously to move around**.

### PSED and Understanding the World:



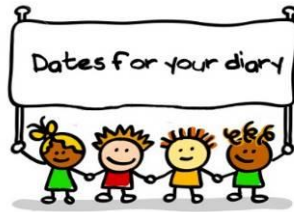
Following our spring theme, the practitioners encouraged the children to pick some leaves and twigs from the garden. The practitioners explained to the children that we were going to pick up leaves and twigs and place them in the basket. The **children showed a strong exploratory impulse** as Molly and Gracie showed lots interest in collecting leaves and twigs, Molly was looking at the flowers and said "flowers". Gracie was also enjoying picking up leaves and signalling to the practitioners that she wanted to add them to the basket. She was

using hand gestures and making eye contact. Other children joined in the activity, trying to pick up leaves and adding to the





basket as they observed their peers. The children noticed the lovely daffodils growing in the garden and have been encouraged to look after them. We took their collection of leaves and twigs inside and the next day they took part in a collage activity, using glue they stuck on their choice of leaves and the practitioner introduced them to new vocabulary using lots of verbs and adjectives.



### **Easter holiday**

Last day: Thursday 29<sup>th</sup> March 2018-

**Nursery Closes at 4pm**

### **Nursery Re-opens**

Weds 11<sup>th</sup> April 2018

### **Nursery Re-opens (Term time children)**

Tues 17<sup>th</sup> April 2018

### **27<sup>th</sup> Month review**

**Thurs 17<sup>th</sup> May 2018**

### **Parent's Afternoon**

Friday 18<sup>th</sup> May 2018

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

### **Bank Holiday**

Monday 7<sup>th</sup> May 2018, Monday 28<sup>th</sup> May

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### **Comments/ Suggestions**

Please feel free to write any suggestions/comments you may have on the space below and return the slip to the office or post it into our suggestion box located in Rainbow room.

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