



May 2016 Newsletter

It's been a great start to the summer season and we have taken full advantage of this by kick starting our gardening project. Diana very kindly started preparing our garden by cutting back all the dead leaves, clearing the flowerbeds and putting in fresh compost. We had a big delivery of beautiful and colourful flowers which brought about a wave of excitement in the nursery.

Look out for the new plants in the garden, along the fences, the staircase and the playroof!

May Birthdays:
Ned, Iris, Melissa,
Flynn, Thea,
Elijah, Naeem



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 one week of paid holiday and an engraved trophy.

Staff Award Ceremony

The winner will be announced on the staff award ceremony on Friday 20th May at 5.30pm. All parents and carers are welcome to attend the ceremony from 5.30-6.00pm to celebrate the occasion.

The nursery will close at 5.30pm so please arrange for your child to be picked up earlier on this day.

Parents as partners

Please return the childcare update forms if you haven't done so already as we need the information to plan ahead for the next term.

Sainsbury's Vouchers

We are collecting Sainsburys vouchers so please collect any vouchers you may have at home or next time you go shopping and pop them into our collection box on Rainbow room counter!

Staff at Roof Top Nursery: Staff training

- Peri went on a training 'Creative maths and problem solving'
- Hafiza led an in-house training session on Phonics for Star room staff and the new Deputy so they can continue the phonics programme effectively in Star room.
- Aklima went on 'life at two'; to understand how two year olds develop, provide an appropriate environment and resources and promote planned and appropriate adult directed and child initiated learning experiences
- Salma went on Makaton training: a system of signs and symbols to communicate needs.

We would appreciate if ALL parents do the following:

- ✓ Sign your child in and out daily on the register.
- ✓ Close the gate behind you upon entering and leaving the premises.
- ✓ Ensure your child has plenty of nappies and wipes if they are in nappies.
- ✓ Provide plenty of spare clothes for the children that are toilet training
- ✓ Ensure your child has slippers and outdoor shoes at nursery

Play, Learning and Development

Star Room

- ❖ Book bags: Every Tuesdays and Thursdays. Every child should have a book bag and a reading record book. Please keep these safe and remember to fill in the reading record books.
- ❖ Ensure your child has plenty of spare clothes. Please label all clothing

Wild animals

Personal social emotional development: Some of the children in Star room showed an interest in the natural world so to build on children's interests they focused on wild animals. During circle time, the children had an opportunity to express their knowledge and ideas about different animals in the world. A lot of the children talked about birds, therefore, to extend upon these ideas we decided to bring to life the 'Owl babies' story. They used 'mum' and 'baby' puppets to tell the beautiful story of three baby owls that were waiting impatiently for their mummy to come home. This created a wonderful opportunity for the children to take part in the story and to



own feelings and ideas and to become more confident in social situations.

Physical Development: To support the development of children's *moving and handling skills* the children engaged in various creative activities. They enjoyed making a 'jungle collage' out of many artistic materials, such as real leaves, tissue paper and bits of fabric. This activity provided opportunities for the children to practice their fine motor skills by using *various single-handed tools*, such as scissors or gluing sticks. At the same time, the children practiced their creative skills by *experimenting with different textures*. To celebrate their effort, their wonderful work was displayed on star room window!



Parents as Partners – extending upon children’s learning at home:

- Stories form a very powerful medium in your child’s learning and the *development of communication and literacy skills*. You can encourage your child to take part in the stories you read at home together by using puppets and props or by asking them to compare feelings of story characters to their own experiences.

The Earth

Communication and Language: To celebrate international *Earth Day* and teach the children about the beautiful world around them the practitioners organised a range of artistic and environmental activities. During circle time sessions they talked about the Earth and how we can look after it by being kind to plants and animals and keeping it clean and by disposing of our waste properly. This gave the children plenty of opportunities to *build up vocabulary which reflects the breadth of their experience and to question why certain things happen*.

Expressive Arts and Design: The children expressed so many lovely ideas and were curious in the colours of the Earth and its round shape that, to consolidate their ideas, they were encouraged to make an ‘earth craft’ activity. This activity gave children the opportunity to *explore and learn about the colours of the Earth: ‘blue’ for the oceans and ‘green’ to make the land*. At the same time, all children were able to practice their fine motor skills by *cutting the colourful tissue with scissors and applying it gently onto a paper plate*. This activity not only supported the children’s creative skills, but also assisted their manipulative abilities in a fun and engaging way.



Understanding the World: One very important aspect of teaching children about taking care of their environment is to have respect for *living and growing things*. Therefore, the practitioners created plenty of opportunities for the children to do planting and sowing around our nursery garden. This facilitated the children’s *understanding of growth and changes which happen over time*.

Parents as Partners – extending upon children’s learning at home

- To build on the children’s experiences and knowledge about the world around them you could encourage them to help you in your daily tasks, which contribute to the wellbeing of our planet. You could involve your child in learning how to recycle, looking after plants at home (e.g. watering) and teaching them about the importance of not littering our environment.

Sea Life Creatures

Personal, Social and Emotional Development: Following up on some of the children’s frequent interest expressed in various sea creatures, the children talked about fish and other lovely species found in deep waters. Apart from story time sessions when the children were encouraged to *express their ideas and be more confident in social situations*, they took part in a creative ‘shark’ activity. In order to build on the children’s socio-emotional skills, they were asked to work in pairs sharing different creative media and materials. The children enjoyed creating big sharp teeth, cutting out the fins and painting their sharks. But what they really enjoyed the most was *a mutual sense of achievement by working together*. Planning activities, which require collaboration, are critical in supporting children’s *abilities in managing their feelings and behaviour*.



Communication and Language: The children’s communication skills were supported through a session of ‘bilingual beats’. We are pleased with the results as now the majority of children can sing the ‘Bonjour’ song and introduce themselves in French. At the same time, their skills in *listening, focusing and being able to follow directions* are being supported through musical routines, such as *songs with repeated refrains, dances and actions*.

Sunshine room

Please provide your child with sun hats and sun cream.

Sensory play

Sunshine room children enjoyed sensory session at the Linden centre. They played both indoors and outdoors. The youngest children in the group Isabelle, Otto and Amber really enjoyed the lights. Beatrix and Jonah enjoyed building tall structures using large soft blocks.



Personal, Social and emotion Development

Sunshine room children focused on planting outside in our garden area. The practitioners extended the children's interest from the previous weeks as they noticed flowers. This was extended to planting vegetables. They looked at pictures of vegetables for circle time. The planting activities enabled the children to **play alongside** each other and **form friendships**.

Physical development

Linked to the vegetable theme, the children did a potato printing activity using cut potatoes and brown coloured paint. This supported their physical development as it encouraged them to **make connections between their movement and the marks they make**.



The children made vegetable salad using carrots, cucumber and lettuce mixed in a bowl. They used spoons to scoop salad into a cup which they took home. This activity supported some children to **try new foods and textures**.

Some of the children helped Diana plant different vegetable seeds in the garden using spades and watering cans. This challenged their physical development as they used their gross motor skills to dig and pour.

Communication and language

During circle time sessions the children initially looked at picture cards of vegetables to encourage them to **learn new words** such as cucumber, carrot, lettuce, tomato, potato and sweetcorn. Marion, Jonah, Janai and Beatrix were repeating the words when the adult named the different vegetables. They enjoyed playing *What's in the bag?* with toy fruits and vegetables which supported the children's speech and language development.

Following the pictures cards, the practitioners then introduced fresh fruits and vegetables during circle time. By now the older children were able to name the fruits and vegetables presented to them, thereby demonstrating the ability to make a **connection between the images on the picture cards and the real fruit/vegetable**.

Sunshine room children learnt a variety of new words from this theme, e.g. radish, carrots, cucumber, lettuce, spades, shovel, watering cans, seeds, flowers and leaves.



Personal, Social and Emotional Development

Sunshine room children focused on celebrating birthdays as some children were observed playing with sand saying “cake” and singing “happy birthday to you”. To extend on their interest, the practitioners decorated the room with balloons, provided dressing-up clothes, party plates, cups and hats. This supported the children to engage in pretend play with toys.

The children showed in interest in making cakes through play using bowls and wooden spoons so this was extended to baking a real cake which they enjoyed eating for their afternoon snack. To make it more celebratory like, they wore party hats, sang the birthday song and danced. Look out for their birthday display!

Physical development

Sunshine room children took part in painting a birthday cake using the colours pink and yellow. They did a sticking activity to make balloons using glue, coloured tissue paper and different coloured glitter. They did a hand printing activity on white paper which was cut out to make the candles to decorate their cake for display. They played with sand, pretending to make cakes and they baked a cake, helping to pour and mix ingredients using tools such as spoon. These activities supported the development of their gross and fine motor skills.

Communication and language

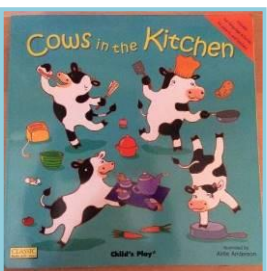
Sunshine room children learned the happy birthday song. Marion was observed playing with sand and when Diana asked Marion what she was making, Marion said: “mammy cake” and started singing the birthday song. Then the other children joined in with the singing.

The children also explored green jelly during free play. The practitioners used lots of language to describe jelly: cold, sticky, squishy, wobbly, green.

They learnt new words making two word sentences e.g. ‘happy birthday, my cake, party hats, green jelly, wobble wobble, my hat and the names of two colours: pink and yellow that they used to paint a cake.

Communication and Language

Sunshine room children spent time in the book corner. Some asked the practitioners to read *Cows in the Kitchen*. Their interest in the book was extended to a painting and sticking activity to create all the farm animals from the story book and read it throughout the week. They used picture cards of animals for mark making and during circle time discussions, they named the animals and the sounds the animals make.



Rainbow room

- All parents are reminded to sign the children in and out on the parents register.
- **New arrival....** Congratulations to Maryam's parents Aisha and Abubakr. We're all really excited that your new baby girl (Khadija) has arrived happy and healthy.

Transport

Rainbow room children showed an interest in transport so to extend on their interest, practitioners set up small world models such as garages/cars and train tracks/trains.

Expressive Arts and Design and Literacy

The children made a variety of vehicles using different materials. They made rockets using crêpe paper and paints, painted aeroplanes and did free hand drawings of their favourite vehicles using a choice of paint brushes, felt pens and crayons. This was a good way to get the children to practice using tripod grip to do circular motions and strokes. They were very keen to show their work to the practitioners and were encouraged to give **meaning to marks as they drew and painted.**

- "I'm drawing a car" (Maryam)
- "Look at my plane" said Oscar whilst doing circular marks on the paper.
- Ned did lines across the paper whilst holding the marker using a palmar grasp (whole hand).
- "My daddy's got a big car" said Orla while making marks
- Gabriella held the marker using whole hand and created various lines on the paper.



Communication and language: listening and attention

During language group, the children took part in singing songs such as "zoom zoom zoom we're going to the moon" and acting out the words. This enabled the children to **move to music, listen to and join in rhymes and songs.** During circle time the children took turns in a small group to talk about places they would like to visit or had visited.

- Flynn said: "I go on a big train with mummy and Charlie"
- Orla and Billie both said they went on a plane to go on holiday

Free flow: understanding the world and personal social and emotional development.

Rainbow room children have had access to free flow this whole month which gives them opportunities to have continuous access to both indoors and outdoors. The children have been making most of the outdoor space exploring all areas.

Siblings

Personal Social Emotional Development: Managing feeling and behaviour

To support some of the children who have younger siblings or may have had a new baby in the family, Rainbow room practitioners set up a baby area in the home corner for the children to explore and encourage pretend play. They have been reading special baby books to the children in small groups to build on their awareness. The children have been doing role play by pretending to feed the babies, wash them and put them to sleep in the home corner. The children were encouraged to talk about their own feelings about having a new baby, some children were very keen to talk about their siblings and how they have to be very gentle to them.

Communication and language: speaking

To further support the children's management of behaviour and feelings, the children looked at different expressions and emotions. They looked at flash cards that contain different expressions and spoke up different feelings. By doing so, they were encouraged to **listen to one another in small groups**. They discussed different emotions, for example what makes them happy and what makes them sad. Some of the children referred experiences they had at home that might have made them really happy. By listening to other children it encouraged some of the quiet children to **join in when the conversation interested them**.

Following this, they made a collage using images of different types of facial expressions. The children were given an opportunity to practice using **single handed tools to make snips on paper**, and use crayons to draw their own facial expressions.



Physical Development: Health and Self-care

Toilet training

Most of the children have been very keen to use the toilet both at home and nursery. To support the children, practitioners have been using books relating to toileting and allowing the children to use the toilet during nappy changing time. They have also had the opportunity to role-play with dollies to build their understanding and awareness of self-care.

Mini Beasts

During outdoor play, Rainbow room children were very curious **about some of the things there have observed** such as ladybirds and butterflies. They sat in a circle and described how the ladybird and the butterfly looked like describing the size and colours. The practitioners extended their interest by creating a forest area in Rainbow room.

Literacy & Mathematical development: Reading & Numbers

In small groups, Rainbow room children listened to *The Very Hungry Caterpillar* story. The children were able to **maintain focus** during the session and join in **by repeating and saying familiar phrases from the book**. The children were encouraged to **use number language** during the story session. Oscar, for example, said 'the caterpillar eating two pears'. Nafeesa said: "there's one apple" and sol said: "three plums".

EAD: exploring and using media and materials

The children took part in a painting session. They painted bumble bees, ladybirds, butterflies and fruits. The children were learning to **use single handed tools with confidence** such as paint brushes and glue sticks to decorate their mini beasts.

In small groups, the children took part in decorating their caterpillars by using a potato printing technique and doing free hand painting using green and brown paint. This enabled the children to **notice simple shapes and patterns** they created using the potatoes. The children were very **curious experimenting with colours and explored how the colours change** when the paints were mixed. To make it more exciting the children made their own fruit salad by using some of the fruits from the book. This allowed them to demonstrate a sense of independence as well as build their confidence in using one handed tools to carry out the activities. They children took their fruit salad home to share with their family.



The practitioners further extended the children's interest in minibeasts to forest play. They took small groups of children to the back garden to explore the natural habitat. The children used magnifying glasses to search for insects in the bushes, in the grass and on the ground. The children were excited to be in the back garden area "we're in the forest" said Abdi-Malik. The practitioners talked to the

A photograph showing three children in a grassy field. One child, wearing a dark blue jacket and brown boots, stands in the background. Two other children, a girl with curly brown hair in a light blue shirt and a boy with dark hair in a grey jacket, are crouching in the foreground, looking at yellow flowers on the ground. A wooden plank lies on the grass between them.



Friday 20 th May	Staff Award Ceremony- Nursery closes at 5.30pm
Friday 17 th June	Male Carers Day (8.30am- 10.30am)
Wed 13 th July	Photoshoot
Fri 22 nd July (TBC)	Annual Summer Trip

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 on Star room or Rainbow Room counter.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Date: _____