



## Staff Award 2024 winners

Happy birthday  
to  
Alaia, Ayat,  
Wesley and  
Jasper

On Friday 24th May we celebrated our annual staff award ceremony. At Rooftop Nursery we like to acknowledge and appreciate our staff team's hard work, commitment, and dedication. The award is based on votes from parents, staff, and volunteers. The staff award winners will be rewarded one week of paid holiday to take alongside the summer holiday during the month of August. Our winners have shown great commitment in their work at Rooftop from the day they started, their passion shines through and they have been a great support to the team. We would like to thank everyone who took the time to vote.

A special congratulations to **Miss Charnelle Williams & Miss Leandra Rodrigues**, our two winners from each nursery (Leandra from Brook & Charnelle from Ottaway).

*Congratulations*

We also had awards for other categories such as Outstanding Staff Members, Most Indispensable Role, Best Achievement, Loyal Staff, Best Teamwork, and Excellent Commitment to the Team

Charnelle has been working for Rooftop Nursery for over 5 years, she started as an apprentice completing her level 2 childcare qualification at our Brook Site and was then moved to Ottaway Site and completed her Level 3. Through her hard work and dedication, she has been promoted to Room Leader. She is a highly valued member of staff and is very involved in the day-to-day running of the nursery. Well, done Charnelle, and enjoy the break!

Thank you to all parents who took the time out to vote. Some of the praises from the parents were read out during the ceremony and were also given to each member of staff who received a vote.



Meet the Rooftop Staff team from both nurseries



Token of appreciation gifts for the staff from Hafiza!



## Here are some amazing quotes from the parents.

"Akki proved herself to be very great with Achike when he moved over to the room and her understanding of his needs and patterns whilst also helping him to mature and gain better habits has helped with him greatly both at nursery and at home. Akki came up with some great ideas to help Achike to settle and feel more comfortable with his drop off"

(Jo MCarthy, 17/05/24)

Mahfuz Ahmed

"Juwariyah Chose Mahfuz and is always talking positively about him when at home"

(Jusnara Khanom, 14.05,24)

Thalia Reid

"A very Sincere, honest, reliable, and committed member of the team she still stands strong in her room given some of the changes and challenges and never complains – So proud of you keep up the spirit the children have really grown to have you, well done!"

Laiqa Jan

"Laiqa has been extremely supportive in Juliet's development taking additional time to support her learning outside of our parents/sen meetings. She has also been extremely helpful in helping Juliet with her toilet training. Laiqa always takes the time to speak to me after nursery, giving detailed feedback, she always listens and never makes me feel rushed. She has a very calming nature, is always smiling and friendly. Its always a pleasure to speak with her. Juliet also tells me at home how much she loves Laiqa which is very heartwarming to hear"

Shamima Ahmed

"Shamima has been a lovely bond with Esme and she really cares about her work. We feel she is in good hands with her"

"Brad Burrige 09/05/24"

Nayab

" Jasper loves Nayab, She takes such good care of him and feel she is invested in his development"

(Victoria Torrave)

"Charnelle is very friendly & supportive and helpful. It was a time that my child was very difficult to settle, and she was their hugging him, talking to him, calm and she sat on the floor for hum cuddling and day by day my son settled, and I really appreciate everything she is doing

(Sindre Duroku 17/05/24)

Shanaz Balsaria

" I feel this staff member is always friendly and attentive, she is well mannered and always in good mood"

(Hasina Begum, 15/05/24)

**Carer's Day: On Friday 14<sup>th</sup> June 8.30 – 11.30 am- keep your morning free!**

**Carers Day** is a great opportunity for carers such as **fathers, uncles, grandfathers, aunts, grandmothers, nannies etc** to come along to the nursery and spend quality time participating in **fun activities** with the children. participating in fun activities with your child/ren. There will be special gifts for all carers who attend, and food will be provided.

**Our Graduation Ceremony for Star Room Leavers**

We are fast approaching our graduation ceremony for Star Room leavers. The children that will be graduating will have a special ceremony on **Monday 15<sup>th</sup> July which the parents of leavers will also be invited to attend.** The ceremony will begin with a speech by Hafiza at 1.10 pm and finish at 1.40 pm. The parents of those who are leaving will be invited to attend this ceremony. We will inform parents of further details soon.

**We are looking for a volunteer to bake a graduation cake & an entertainer for the children for this special occasion. Please get in touch if you would like to help us out.**

**Photo shoot on; Wednesday 3rd July 2024 at 9am.**

We will have a nursery photoshoot that includes group, sibling, and individual photos too if requested. Please look out for the form we will give out soon.

If this is not your child's usual nursery day you are welcome to drop them off at 9 am and pick them up by 10 am so they can be part of the group photo.

Be sure to dress your children in **bright and colourful clothing** to stand out!

Please ensure your child arrives by 9am to avoid missing the group photo.

**Trip update:** Thank you for all your suggestions and votes, the highest-voted destination was Hertfordshire Zoo. The trip will take place **on Friday 19th July 2024.**

**Star Room**

**Families**

Star Room concentrated on the theme of families, the children focused on their own identity and finding a sense of belonging within their social circles. They found joy in talking about their family members while using different resources and materials to create meaningful things. They took part in activities such as making a family tree, making family photo frames, discussing the different people in their lives and why they are important to them, making biscuits for loved ones and many more.



## Understanding the World- People and Communities – Making a Family tree

In line with our theme, Star Room children took part in creating a family tree and were provided the resources such as brown and green paint, brushes, large paper and a visual of what a family tree looks like. Marley, Theodore, Alaia, Juwairiya and Blue-Jean took part in this activity.

As the children painted, they talked about their families, some talked about their parents, some of their uncles, aunties, and grandparents. Some children mentioned that they also have pets whom they consider as family members, **recognising and describing special people or family members**. Blue-Jean mentioned

'I see cats in my garden'. While Alaia talked about her little brother whom she plays with at home. Theodore said 'I want to have a pet like a pig' which is his favourite animal.



The children also discovered the outcome of combining colours. Marley said 'Look the paint is different' when she saw how the green and brown mixed into a bluish colour. The children used their fine motor skills to hold the bristles and move the brush around to spread the paint, and they were reminded to use a little bit of paint because the paper will rip as the paper is thin and water can make it soggy. Alaia mentioned "My brother, mummy and daddy are in my family tree" Then Marley said, "Theodore is my family", **talking about special family members**.

## Expressive Art and Design- Creating with Materials – Making family puppets-

Alaia, Blue-Jean, Marley, Maya, Theodore and Juwairiya took part in making family puppets using toilet rolls and cupcake holders. They had a variety of materials to choose from such as; different colour water paints, glitter, shredded paper and different coloured cupcake holders. The practitioner explained that they would be making family puppets. She then asked about the family members in their home. Maya said "I have Mummy, Daddy, and Rafa" who is

her brother. Juwairiya said, "I have Mummy, Daddy, brothers, sisters and chachi (aunty)". Alaia went on to say, "I have a baby brother called Ahyaan". Marley added "I don't have a brother or sister, but I have so many cousins". Blue-Jean said "I have cousins too", **showing**

**increasing consideration towards close people and making them feel valued**. The practitioner listened and acknowledged each contribution. They were asked to pick one member of their family to make. They were asked how they felt about this particular member



and Marley said, "I'm making mummy because I love her so much". Alaia said she would make Ahyaan her baby brother. Maya said she's making her grandma whom she calls "batchimira". The children used their **creative skills, dominant hands and thinking** to make their puppets, **developing their own ideas through experimentation with diverse materials**.

## Sensory play

Star Rooms theme for this week was sensory play, which allowed the children to refer to activities that excite their senses such as touch, taste, smell, sight, and hearing. It is essential for child development since it improves sensory awareness, fine motor skills, language development, cognitive growth, and problem-solving abilities enjoyably and engagingly.

### Expressive Art and Design: Being imaginative and expressive - Spaghetti Play



Marley, Alaia, Blue-Jean, Theodore, Idris, and Juwairiyah took part in exploring and playing with coloured spaghetti in a tuff tray. This activity supported the children's fine motor skills as it involved breaking the spaghetti into small pieces and mixing the paints to make it colourful and it also supported their mathematical skills, **using movement and sounds to express experiences, expertise, ideas and feelings**. The children spoke about the lengths of the spaghetti once broken, comparing bigger to smaller pieces, and they also explored colour changes and noticed that the spaghetti changed into a lighter yellow colour. Marley was told to break the spaghetti into smaller pieces and after modelling it to her, she did this well. Theodore picked up a spaghetti and said "This one is the longest", Alaia came in and said, "This one is shorter than this spaghetti", **playing alongside other**

**children who are engaged in the same theme**. The children continued using their hands to explore the texture of paint inside the spaghetti and Idris mentioned that "The spaghetti sticks are sticky". Juwairiya scooped some spaghetti in the pan and pretended to serve it to her peers, **engaging in imaginative play based on own ideas or first-hand or peer experiences**. The activity went well, they used lots of mathematical language to compare lengths and the children enjoyed getting their hands messy.



### Painting eggs Expressive Art and Design: Being imaginative and Expressive

The children took part in painting eggs, the activity supported the children's knowledge of where eggs come from, their fine motor skills and for them to notice colour differences. The children who took part in the activity were Marley, Blue-Jean, Maya, and Leo Y, and then Juliet joined after. The children were asked about where eggs come from to which Marley and Blue-Jean responded "Chickens" and Maya said, "It comes from ducks too" Then Maya and Leo showed their eggs to their peers saying "Look at my egg, it is black" as they named their colour, they



continue to brush paint onto their eggs. Marley used different patterns on her egg using different colours, the children enjoyed the activity. Blue-Jean joined, **playing alongside other children who were engaged in the same theme**. Once the eggs dried, the children used the eggs in the home corner, **engaging in imaginative play based on their own ideas or first-hand or peer experiences**.

## Physical activities

Star Room concentrated on physical activities to improve cardiorespiratory fitness, build strong bones and muscles, and control weight. We also encouraged the children to build on their eye coordination when doing obstacle courses, so they are aware of their whereabouts.

### Traffic Light game: **Physical Development: Moving and Handling**



Marley, Theodore, Maya, Idris, Leo Y, East and Mason took part in traffic light games. When they heard 'green light' they had to go and when they heard 'red light' they stopped, if they carried on moving, they would be out of the game and would need to go back to the wall and try again on the next round. This activity is focused on the children's **gross motor skills and their listening and attention skills as they listened** carefully for keywords. The children started running around when they heard green and then stopped when they heard red light, they were able to **run safely on their whole foot**. Marley, Idris, Mason, and Theodore did well in this game as they heard

every word and acted upon them. The children chose to continue playing as they **began to understand and choose different ways of moving**.



## Technology

### **Mathematics - Making Phones**

The theme of the week was technology and Star Room took part in making phones using cut-out rectangles, numbers, and different coloured paper for the screen. The practitioner started by asking, "What are phones?" **to help the children understand the use of objects**. The children initially said they didn't know. So, the practitioner asked them if their parents had a phone at home and all the children said yes. The practitioner asked, "What are they used for?" Marley responded, "Calling", Mason responded, "Texting" and the practitioner added you can also take pictures on some phones as well. And then Marley added, "And you can watch things", demonstrating she was **listening to others in small groups when conversation interests her**.

They then set about making their phones. All the children stuck down the screen first. They expressed to the practitioner what colour they wanted to use. Marley, Leo Y and Zayn used their right hand to spread the glue around.



Leo K was able to recognise his numbers by himself. They were able **to say numbers in order, some of which are in the right order (ordinality)**. The practitioner explained and asked the children to do their numbers in a line, but the children chose not to and wanted to do it in a random place. At the end of the session, the children began role-playing with the phones, having conversations with one another.

### Expressive Art and Design: Creating with materials - Making Robots



Continuing with the theme of technology, Star Room children took part in making a robot using two different-sized boxes. The practitioner asked, “What box should we use for the head, which one is smaller?” Leo K and Juwairiya pointed to the smaller box as Marley and Theodore said, “It’s this one”. The children began describing what a robot would look like and Blue-Jean said robots are silver. The practitioner picked up the foil and asked if it looked like this, and they said yes. The children **experimented with ways to create shapes and represent objects as they** made their robot, **using 3D and 2D structures to explore materials and/or to express ideas**. They spread PVA glue on the box. Blue-Jean, Theodore and Juwairiya spread the glue with their right hand and Marley used her left. They pulled the foil to the right length, and they folded the corners to wrap the boxes. They learned that the box was a cuboid shape and counted the sides of the box confidently

without needing the practitioner's support. Making the robot was a creative way of **beginning to make belief by pretending to use objects and encouraging roleplay**.

### Bonus classes

#### Tiny Mites: Communication and Language-Understanding:

Star room children had fortnightly Tiny Mite’s session which started by introducing the puppets. The children are more confident with singing the song with the teacher. As they finished the song the teacher asked the children what their favourite thing to eat was. Marley said strawberries. The teacher said pasta and Idris said he likes plain pasta instead. The practitioner asked why, and he responded because my mummy makes it, **beginning to understand why and how questions**. They sang the 'Driving down the Street' song, which the children enjoyed but they struggled with doing all actions one after the other, so we need to practice this further.

They sang a selection of other songs, Dina's Disco Beat, a monkey song, and sang a song involving shakers which they had to copy the actions to. They were asked to tap the shakers on the floor and on their hand, **moving in response to music, or rhythms played on instruments such as shakers**. They then sang the bubble song as they popped and counted bubbles and finally ended with the goodbye song.



## French: Communication and Language- Listening and attention.



Star Room took part in a French session which supports the children's listening and attention skills and ability to follow instructions. The children sang the hello song in French and they introduced themselves in French by saying "Je m'appelle", followed by their name while passing a beach ball around. Marley, Blue-Jean, Leif, Alaia, Theodore, and Leo Y were able to introduce themselves confidently. The children pretended to climb up a mountain using French action words such as "grimper" climb, (Jump), Voler (fly) and also pretended to fly, [able to follow directions \(if not intently focused\)](#). They went through emotions and learned the names of different emotions in French,

pretending to be "En Cloere" (angry) "triste" (sad), and "heureux" (happy.) Next, the children used their fingers to copy making triangles, and squares and focusing on how to say the shapes in French, [responding to both informal language and common shape names](#).

Towards the end of the session, they danced to the French version of ring-o ring-o roses and made circles using colourful scarfs, [enjoying and responding to playing with colour in a variety of ways](#). The children were happy to end the session with bubbles as they reached up high to pop the bubbles and catch them.



## Rainbow Room

### Messages for Parents:

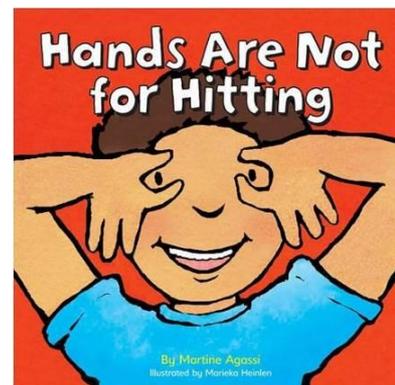
- Clothes donation: Rainbow Room needs your help as we are running low on our spare clothing box, especially trousers, socks, and pants.
- Birthday shoutout to Jasper!
- Sadly, we said goodbye to Vincenzo who left the nursery at the start of May. We would like to send our best wishes to him and his family on their new adventure.

### Childrens emotions

#### Our hands are not for hitting

Rainbow Room children have been busy learning about what we use our hands for. We have also incorporated our emotions and explored many ways of [containing our feelings](#) without upsetting everyone.

We read a few books such as Hands Are Not for Hitting, Little Rabbit Foo Foo, and Our Feet Are Not for Kicking to help [build the children's understanding that they can manage and express their feelings using a positive approach](#). All the children took a liking to the story about the rabbit and asked the practitioners to read to them on several occasions.



## Communication and Language Development: Listening and Attention / Speaking & Literacy Development: Reading / Story sessions



Story sessions are a great way of supporting and promoting brain development, and imagination, and enhancing language and early literacy development for young children. Rainbow room children love listening to stories in small and large groups. The first book we read to them was the story about a “Little Rabbit”, all the children eagerly sat and waited for the practitioner to read the book.

Leo took quite an interest and started labeling the characters such as *mice*, *tigers*, and the *wiggly worm*. He then spotted a badger who was hiding and observed the badger’s face and said “he’s scared” as he started to use more language to express his thoughts and views. The practitioner then encouraged the children to try and imitate the facial expression of the badger and explore why the badger might be scared. The children happily contributed to the discussion. For example, Mia said “Badger got hurt”, Lia said “Rabbit hurt badger” and Jayce responded “No bumping head” while pointing to the image of the rabbit in the story. Nell observed the tiger images and said, “Look tiger not happy”, the children and the practitioner all closely looked at all the facial expressions and imitated them.

We then used this opportunity to talk to the children about our hands and what it's used for, Lia responded and said, “Not hitting”, and Mia said, “Hands for playing”. Leo joined in and said “Get ouchy” while patting his head and then added, “Not hitting”. We then looked at what our feet are for. Lia again contributed and said, “Kicking ball” and Enaya said, “for running”.

## Personal, social and emotional development / Understanding Emotions / Scented play dough session

Exploring scented playdough is a fantastic way of challenging the children’s inner energy and releasing the excess energy, eases tension, improves their focus, and encourages the children to express their emotions. Playdough is one of our favourite activities in Rainbow Room and the children will spend a long period of time moulding, shaping, and squeezing the dough where they are building and strengthening their finger muscles. Ibraheem, Mia, Lia, Jasper, Jayce, and Vincenzo made their own playdough.



Each child used their individual bowls to make their own playdough and added scents like rose and cinnamon to the mixture. The children practiced their independent skills while learning to use the single-handed tool appropriately. The practitioner guided the children by giving simple instructions to follow such as pouring two cups of flour, half a cup of water, two tablespoons of oil, and one drop of the rose and cinnamon extract. All the children did well in following the practitioner’s instructions and making the dough. Ibraheem was very curious about the ingredients as he kept pointing to each of the ingredients and learning the names. With minimum support from the practitioner, Ibraheem combined all the ingredients and used both his hands to mix it all together. Mia was very expressive throughout the session for example, when she approached the

table, she picked up a bowl and said “My turn”, she then said “I need flour” while reaching out for the flour bag.

This session also focused on supporting the children’s **hand-eye coordination** as they used the wooden spoon to mix all the ingredients together until their dough had thickened and formed a softball. The practitioner then encouraged the children to use the palm of their hand to knead the dough until it had a very soft and smooth texture. Once the dough was ready, the children happily spent time exploring, rolling, and making various shapes and patterns.



### Physical Development: Moving and Handling / Soft Play

The children in Rainbow Room had a fantastic time having soft play during which they got to engage in **physical activity, develop cognitive skills, explore, and play independently and improve their spatial awareness**. Our children love having soft play as it’s a way for them to have fun and burn off some energy. The soft play is foam-based structures which allows the children to develop their **crawling, climbing, balancing, and navigating through self-made tunnels**. We carried out the session in small groups of 4s. The first group to have their turn was Lia, Nell, Lillian, and Jasper who enjoyed balancing the soft blocks, climbing on top, and jumping and landing safely on the soft mat. Nell and Lia used their **imagination skills** and made a boat using the blocks, both the children sat and started rocking their boat back and forth while



singing the song “Row Row Row Your Boat”. Jasper was very excited and ran straight onto the mat, he climbed and jumped all over the soft blocks further developing his **gross motor skills**.

Furthermore, Jasper and Leo Y from Star Room used the soft blocks to create a small obstacle course which they happily climbed onto and even enjoyed knocking it all down.

While exploring the soft play the children learned and further enhanced their knowledge. For example, Lia used **simple mathematical language** as she counted the blocks and named familiar shapes.



### Sensory play



Rainbow Room children love to explore different textures using a range of resources that help them process information through their senses. Sensory play is a type of play that stimulates children’s senses (touch, smell, taste, sight, and sound), allows the children to express themselves freely, and release energy and emotions in a fun and constructive way.

**Our children love it.** They love getting their hands messy and will spend a long time exploring these areas. We planned some exciting activities to enhance the children's learning such as exploring foam, cooked and uncooked pasta, vegetable printing, write dance, and jelly play.

### **Communication and Language Development: Speaking / Foam play with containers**

Through sensory play, we focused on supporting the children's **language development, building on their vocabulary of verbs/ action words**. Messy play sessions provide many opportunities for the children to use describing words which helps extend their sentences especially as they talk about how it feels.

Jasper, Ibraheem, Leo, Nell, Mia, Selim, Jayce, Mikyle, and Lia were engrossed in the activity. The children were encouraged to squirt the foam onto the tuff spot and use both of their hands to feel the texture. Leo started dipping his right index finger into the foam and seemed very excited as he started giggling. Nell and Lia were smiling and laughing while exploring the foam.



The practitioner **used open-ended questions** such as “I wonder what it smells like”, Nell responded and said, “Smell Soap” as she took a handful of foam close to her nose. The practitioner further supported the children through this activity by encouraging their **attention and listening skills** by



implementing sounds and marks as the children moved their fingers through the foam e.g., moving **fast, slow, making zigzag patterns and circular marks**. Mia then joined her peers and used the colourful containers which she used to fill and empty the foam and develop some mathematical language such as half and full. For example, as she filled the containers, Mia said “It's full now” and showed her full container of foam to the practitioner. Ibraheem happily got involved and used both his hands to fill the small containers with foam. He was able to **maintain his attention** for at least 3 minutes before deciding to go and wash his hands. Jasper used a car to make the marks as he kept moving the car back and forth in the foam.

### **Expressive Art and Design: Being Imaginative and Expressive / Literacy- Writing / Write Dance**

Rainbow Room has reintroduced **Write Dance** which is a delightful way to encourage the children to engage in messy play and introduce **early literacy skills of mark-making**. The session involves the children incorporating marks using sensory materials such as shaving foam, slippery paint, damp sand, and cornflour. Write Dance sessions are highly motivated through imaginative drawing, music, and rhymes which help develop their **language skills, their visual-perceptual skills, and their social skills**. We used music as a central way to teach the children and were all inspired by the songs and the movements as they provided cues so that they could internalise the rhythm and movement sequences.

The children who participated in these sessions were Lia, Leo, Nell, Mia, Brinelle, and a few children from star room. We carried out two sessions of Write Dance to **build on their confidence**.

Rainbow room children chose the song “Wheels on the Bus”, the practitioners and the children all started singing the lyrics first, then the practitioner then demonstrated the movements such as making circular movements for the wheels for the bus, rainbow arch movements for the wipers, and lines for up and down and dots for the sound for beep beep beep for the horn.

Overall, the children made good attempts in making these marks, some children used **their own ideas**, while some children preferred to stand and watch first before deciding to join in. For example, Leo grabbed a handful of the foam and started throwing it in the air. “I did it” said Leo with a joyful expression on his face. He then grabbed more foam and started to blow the foam off his hands. Both Lia and Nell observed their hands and said “Look Akki it's blue ”, **describing the colour** of the foam on their hands. Brinelle watched first before deciding to join in and used her right-hand index finger to try and make the circular marks on the tuff spot.



## Minibeasts

Our children continue to show care and **affection for the outdoor creatures** as they build on their interest and love for minibeasts. As you may know, exploring and learning about the world of minibeasts allows children to develop a **sense of wonder and curiosity about the natural world** around them. We continued to provide more opportunities for the children to learn and understand about these creatures and their habitats. Rainbow Room children got to explore insects in soil and corn flour, go on a scavenger hunt and find snails, observe patterns on the shells, and name its body parts and much more.



### Understanding the World: The World / Exploring Minibeast



We had an amazing time exploring brown corn flour and insects as they were investigating natural habitats. Ibraheem, Mia, and Nell took part in this activity and showed interest. Throughout these activities, the children were applying their knowledge and **sharing their thoughts** about bugs. For example, Mia picked up a ladybug and said, “I got a ladybird, it's got lots of spots”. The children got to look at all the beautiful colours and patterns on the bugs and investigate. For example, while Nell was painting a lizard she said “It's brown now”.

Furthermore, Ibraheem happily explored the spider, feeling its texture and observing the patterns. The practitioner used a lot of **open-ended questions** to further enhance their learning by asking simple questions e.g. “I wonder how many legs a spider has”, which encouraged both Ibraheem and Mia to have a go and count the spider's legs. Mia did very well as she was able to **use simple**

mathematical language and count from 1 to 7 in order. As the session continued Jasper, Lia and Mikyle joined in and started exploring the bugs. Lia was very engrossed and started naming most of the bugs in the tuff spot confidently. Jasper was fascinated by the spider and the lizards as he kept observing and repeating its name to the practitioner.

### Expressive Arts and Design: Creating with Materials / Collage of a Ladybug



Rainbow room children were intrigued by the discovery of some ladybirds during outdoor play. Many of the children were confident to pick up the ladybug and hold onto it while observing the ladybug walking. “Look Akki ladybird” said Leo as he took over 3 minutes sitting and watching the ladybug walk. “I want one,” said Mia as she started looking around the plants and climbing frame for a ladybug. Taking their interest in mind we decided to make a collage of our very own ladybug using paper plates, cotton wool for the spots and red for the shell.

Achike used his skills by holding the paintbrush using a digital grasp and making a few dots with black paint. “Can I make a ladybird” and then added “I am making the spots for the ladybird” said Achike. Jasper also joined in and held the paintbrush using his right-hand palmar grasp and

created various circle marks on his paper plate. Jasper then observed the ladybug on the table and used single words to name the creature and showed a developing awareness of colours as he began to name some familiar colours such as yellow and red. All the children who took part in this activity were very vocal and used a lot of descriptive language to share their thoughts and ideas with their peers and the practitioners.



Another exciting activity the children took part in was making their own butterflies by doing hand prints and adding sticking craft materials to add more fine details to the butterfly. For this session Nell, Lia and Mia took part. Each child used paint brushes to spread the yellow paint over their hands then press it on to the paper to create the handprints. “I did it!” said Lia with a surprised expression on her face. Once the handprints were dried, Mia, Nell and Lia used glitter and sequins to decorate the butterfly which encouraged them to explore their creativity and also use their imagination skills.

### Construction site

Rainbow Room started their theme of construction as per the children’s interests. As most of the children showed an interest in trucks and building and knocking towers, the children demonstrated their skills in the fun activities prepared for them. They made a construction collage, engaged in truck tactile play, and lots more.

## Tuff spot tactile construction play-Physical Development-Moving and handling

Rainbow Room children took part in a tuff spot tactile construction play. The children have been showing immense interest in construction tools, vehicles, bricks, and more during outdoor and indoor play. The practitioner placed a tuff spot with construction tools as well as various tactile play items such as rice, spaghetti, oats, and pasta. The practitioner explained, "This is going to be our soil, sand, and cement". The children looked unfamiliar with the word "cement" so the practitioner explained that it is used to stick bricks together. Nell said "Ohh".

Mia got a big truck and started piling oats, pasta, and spaghetti and put it inside the back of the truck trunk. Jasper got a digger and started saying "Digger digger".



This shows he is able to understand different types of trucks and can name them, showing his knowledge of trucks. He picked up the digger, added the tactile resources inside, and carried the truck with him while babbling. Felix used the hammer to pretend to hammer the screws into the construction site. He said "Look I'm doing this" using his right hand to hammer the nuts. As Brinelle and Mikyle joined, they enjoyed feeling the texture of the oats, spaghetti, and pasta while bringing it close to their mouth and nose smelling it. Jayce used one of the construction tools to break the pasta. The practitioner asked if Jayce was making more cement and he repeated, "Yes cement yes". Through this activity, the children used their creativity skills, fine motor skills, and eye coordination as well as engaged in cooperative play to understand constructive play and learn how things will work and what will not work.

## Making cement playdough- Mathematics-number



In line with the construction theme, the children made cement playdough. Ibraheem, Nell, Leo, Lia, and Selim took part in this activity. They were provided with bowls, flour, water, oil, and spoons to make their own playdough. Nell came to the table and asked the practitioner "What are you doing?" The practitioner explained that we were making play dough, and she then responded to the practitioner saying "I want to make playdough". After doing a headcount with the practitioner, the children said they needed six bowls and spoons. The children were quite confident in counting, which shows that they are able to count independently and

confidently, however, Ibraheem and Selim needed some support. All the children were independently able to add the ingredients and mix them together, they used their fine motor skills as well as hand and eye coordination skills. Once made they understood that the playdough acted as cement that could be used to make towers.



## Bonus classes

### Communication and Language Development / French session



We had another interactive and fun session of French where the children continued to join in songs and imitate actions. We always like to start the session with the welcoming song which is called “Bonjour Cava and Merci” while imitating the hand movements such as a wave for bonjour, and a thumbs up for Cava and Merci which now almost all the children have become familiar with.

Debbie then passed a softball around in a circle and got the children to practice the phrase “Je m'appelle”, followed by their name. All the children did very well in introducing themselves.

For this session the children sang the superhero song, Debbie used the visual picture cards and limited the superhero actions by reaching her right arm forward and left arm back. Enaya, Brinelle, and Lia all took an interest and started imitating the

superhero action. Throughout the song, the children practiced words like “Nager (Swim), Sauter (Jump), Voler (fly) and disparaître (disappear). Debbie then asked the children to choose one of these powers and asked them to count from 1 to 10 in French and jump as high as they could. Rainbow room children used their fingers to count the following numbers: *Un, deux, trois, quatre, cinq, six sept, huit, neuf and dix.*

The children then explored colours using the bright colourful scarves. They took turns selecting their choice of scarves from the bag and sat back down. Debbie demonstrated to the children some actions that they had to carry out for this song. All the children **carefully observed** as Debbie waved the scarf in the air, created zig-zag lines on the floor, tossed the scarves, and attempted to catch and squeeze the scarf to make a flower which not only helped the children develop their **hand-eye coordination** but also their **fine motor skills and strengthen their fine muscles.**



## Sunshine Room

### Minibeasts

Following on from our sensory play with bugs theme from last month, Sunshine room babies were supported in extending their learning by exploring minibeast in more detail through art work. The babies had the opportunity to create their own paintings of ladybirds, bumble bees, snails and spiders. We also repeated some sensory bin activities which they were engrossed in and we continued to explore the minibeasts in the soil.



### Printing with insects: Expressive Art and Design/creating with materials.

To begin their activity Sunshine room had a large interest table with the minibeast set out which we used for the printing activity. The practitioner set up the table with paper, yellow, green, and black paint with the insects and paint brushes for them to use. Solomon showed that he was interested in the activity as he sat down and immediately grabbed some of the paintbrushes to do some painting. The practitioner demonstrated how to dip the insect in the paint and then print it on their paper and repeated this process as the children observed.



Solomon held the brush in his right hand. He used his left hand to pick up the fly, dipped it in the paint then printed it onto his paper, he smiled, pointed, and babbled as he **noticed and became interested in the transformative effect of his action on the paper**. Syra was also interested as she was waiting patiently for her turn. She pointed at the paint and tried to use the spare paintbrushes to make marks on her paper. When the practitioner went to her she was more interested in doing her own painting but was still cooperating with the practitioner in pressing the insects down. Lillian also showed interest as the first thing she did was hold the paintbrush and dipped it in yellow paint then onto her paper and she made marks so the practitioner got some insects and showed her what to do and after that Lillian followed the steps and pressed down the insects to make a print!



### Paper plate Ladybugs: Physical Development/moving and handling.

The children made ladybugs using paper plates. The practitioner set the table with paper plates, red and black paint, paint brushes and an image of a ladybug for visual reference. The babies painted the plates red with black spots and legs. Esme took part in the activity, she showed interest by grasping the paper plate and the visual image using her **fine motor skills to reach, grasp and mouth exploring her senses**. With support, she painted the paper plate as the practitioner held the brush in her right hand and guided her to stroke the paint across and around her paper plate. Salah also took part with the help of the practitioner holding his brush in his right hand and **making random marks** across his plate. Sa'ad also did some painting



independently showing a **can-do attitude** as he held the brush and made marks without support, and concentrated as he used the black paint to make his marks using his right hand **showing a preference for a dominant hand**. Overall, the babies engaged in painting, looking at the visual and **making connections between the movement and marks they made**.

## Sealife

Sunshine room babies showed great interest in the last theme on minibeasts, so we extended their learning by moving on to exploring sea creatures and linked it to their interest in water play. This supported their curiosity in exploring different sea creatures and we continued to incorporate it through sensory play to support their sensory and language development. The babies took part in making sensory bags, water play, spaghetti with sea creatures, sensory bin, jelly with sea creatures, painting fish and what's in the bag.

### Ocean life sensory bag: **Physical Development/moving and handling**

In the beginning of the activity, the practitioner showed the children the materials that we used to create the sensory bag, such as blue shower gel, zip lock bags, duct tape, glitter, and some sea creatures **to promote sensory development and their fine motor skills**. Syra, Sa'ad, Salah, Ayat, and Esme took part in the activity. The practitioner began by filling up the bags with the gel and as the babies played with the sea creatures, they were encouraged to put one into their bag **understanding simple instructions and sentences**.

Esme engaged and showed interest during the entire activity as she closely observed the practitioner prepare a bag for each child. She interacted with the practitioner by grasping the bag, laughing, giggling, and smiling at her peers and practitioner. She particularly enjoyed playing with the sea life creatures, mouthing them **exploring with her senses and fine motor skills**. Syra played with the different materials laid out for them but she wasn't keen on touching the sensory bag much. Ayat was curious and engaged with the practitioner, helping them by passing the sea animals, putting it in the bag, and putting the glitter in the bag **using a pincer grip**. She was also questioning the materials by pointing and saying "Huh? Glitter" and after the preparation she then went off to play. Sa'ad and Salah were also engaging in the activity, watching the practitioner closely as she and Ayat prepared the bag for them to play. Sa'ad used his fingers **to imitate the practitioner** by pressing the gel texture and using his whole palm to squeeze the bag. Salah also explored the sea creatures on the table by looking closely and mouthing them.



### Water play with sea life: **Understanding of the world**

The practitioner set up this activity outside in the garden with a water tray, sea life animals, boats, fishing nets, and ladles. Syra, Sa'ad, and Salah took part in this activity and engaged for a long period of time. The practitioner used single words such as *water*, *boats*, *fishing*, *net* and names of the sea creatures and repetition encouraged the babies **to imitate words and sounds**. The babies were using both of their hands splashing in the water. They also used the fishing nets to fill toys and watched the water splash through and **looked**



for dropped objects as the fish fell out. Salah used a scoop with his left hand to fill the water and pour it. Sa'ad enjoyed playing with the boats and splashing his hands in the water. Syra used both her hands to splash the water and also filled the net with water and sea animals and watched the water pour out. The practitioner used the octopus and demonstrated how it squirts water out, which Syra found amusing. As they used the different tools, the babies showed an understanding that things are used in different ways.



## Healthy eating & Oral Hygiene



Sunshine Room babies were introduced to healthy food and healthy teeth as this is important for their growth and well-being. As babies have been showing interest in independent eating and exploring new foods and textures their interest was extended through this theme. We carried out activities such as exploring fruits and vegetables, using them in our home corner, making fruit salad, vegetable printing, exploring a sensory bin, and brushing their teeth. We also looked at fruit and vegetable puzzles and books.



### Fruit treasure basket: Communication and Language/understanding & speaking.

To start the activity the practitioner gathered the babies in a circle and introduced a basket of fruit and vegetables, the activity was to support their speaking, listening, and attention skills, and their understanding. Syra, Sa'ad, Zachariah, and Salah took part in the activity.

The practitioner started with a pineapple, she described the colour, and shape and said how it's a bit prickly using describing words. Syra was attempting to touch it as she was slowly reaching out to feel the top but took the orange instead and

immediately took it to her mouth, but the practitioner refocused her attention by asking if she could smell the fruit instead. She was able to listen and understand the practitioner's instruction as she sniffed it briefly before trying to mouth it again. Syra imitated sounds to communicate as she attempted to imitate the practitioner.

Sa'ad was interested in the cucumber as he held it with his palmer grip and lifted it up showing the practitioner and smiling, sharing his interest. He also had an interest in the apple and even found the stem and used his index finger and thumb to grab the stem and pick up the apple,



concentrating intently on an object or activity of his own choosing for short periods. Zachariah was exploring the fruit basket and was interested in the carrot. He felt the carrot by using his hands and lifted it up to feel it in his mouth. Zachariah observed his peers and the practitioner closely on what fruits/vegetables they were exploring or talking about, he was encouraged to smell the carrot and orange as it was passed around, he also made sounds as he enjoys babbling and increasingly experiments with using sounds.

Salah eventually showed interest as he sat down and reached for the pineapple, then he picked up the avocado with both hands looking at it closely and smiling at the practitioner, showing an ability to follow others' body language, including pointing and gesture. The practitioner also asked them questions naming a fruit or vegetable for example 'Where is the orange?' and Syra was able to pick up the correct one, understanding single words in context.

### **Making fruit salad: Physical Development/moving and handling / health & self-care**

Sunshine Room children made a fruit salad as part of our five-a-day healthy snack and to encourage the babies to try new food textures and tastes. The practitioner prepared this activity with fresh fruits such as orange, kiwi, apple, and plum. We used plastic knives and chopping boards. The practitioner showed the babies the fruits and she named them one by one as she passed them around. The practitioner then cut them into slices and gave them out to the babies, they were encouraged and shown how to chop them up into smaller pieces with their plastic knives on the chopping board. Solomon, Syra, Mae, Sa'ad, and Salah took part in this activity.



Solomon used his right hand to hold the knife and chopped the fruits with the help of the practitioner, showing a preference in a dominant hand. He repeated "cut, cut" and "chop, chop", frequently repeating words. Syra also used her right hand in chopping the fruits holding the knife in her palmer grip, she also grasped the fruit to taste them independently feeding herself and showing interest in her likes and dislikes in food. Mae, Sa'ad, and Salah were interested in tasting all the fruits as they also independently fed themselves using their right-hand pincer grip to reach and grasp the fruits.



The practitioner supported and guided them to hold and use the knife and cut their fruit pieces, Sa'ad poked the fruit and Salah just held the knife in his hand after. The babies expressed their feelings and communicated through gestures, facial expressions, movements, and body language as they enjoyed the fruits making sounds such as "mmm, yum" and licking their lips. The practitioner then demonstrated putting all the chopped fruits into a bowl and showed them the end product by informing them they made fruit salad and they were praised for their team effort. They also got to take a small cup of fruit salad home end of the day.

## Brushing teeth: **Personal, social and Emotional Development/health & self-care**

The next activity was to introduce and support the babies with brushing their teeth. This is to support and encourage the babies to **help with care routines, and enjoy the rituals established for teeth cleaning**. The practitioner set up the table with the models of teeth, toothbrushes, toothpaste, and visual images. The practitioner demonstrated to the babies how to brush their teeth by moving the brush up and down and then in circular motions across the model.

Sa'ad, Salah, Mae, and Syra took part in this activity. The babies were each given a brush which they held and explored by mouthing it. We applied a tiny amount of toothpaste to their brush as they were given one-to-one support and supervised closely. Syra used her right hand to hold her brush and she took it

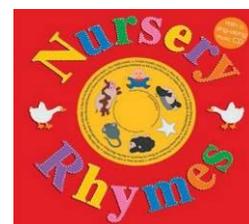


straight to her mouth. The practitioner supported her by explaining the correct way to brush their teeth as per the demonstration and then she just chewed on the brush. Mae also held the brush and put it in her mouth straight away, she was also **chewing and sucking the baby toothbrush**, Sa'ad was licking and chewing the brush. Salah chewed on the brush too and was **willing to allow the toothbrush to be used on his teeth**. Whilst the practitioner demonstrated what to do she was also talking to the babies step by step on how to brush their teeth. Overall, they cooperated well and enjoyed the session and we held another session with a second group of babies on a different day.



## Nursery Rhymes

We chose to explore nursery rhymes for the theme of the week as babies show great interest and fascination when singing nursery rhymes. It obtains their attention, is used as an easy distraction and most importantly it supports their communication and language. We carried out activities such as making a sheep craft, spider craft, writing dance with foam, water play with boats and ducks, sensory bin with turtles, playdough muffins, and role play with dollies and teapots. During each activity and throughout the day the nursery rhymes linked to the activity were sung repeatedly so the children could familiarise themselves with the songs.



### **Making sheep's; Communication and Language - Understanding/Speaking**

The purpose of the activity was to sing "Baa baa black sheep" as they made their paper plate sheep craft. The learning intention was to **enjoy rhymes and demonstrate listening by trying to join in with actions**. The practitioner prepared paper plates, glue, spreaders, and white tissue paper with sheep toys as a visual. The practitioners sang the song repeatedly so the babies could join in and learn.



Salah was smiling and bouncing his body to the song, Mae also moved her body to the sounds of rhyme, **moving the whole body to sounds they enjoy, such as music or a regular beat**. Solomon repeated “sheep, sheep” as he saw the soft toys on the table, **using single words**.

The practitioner began tearing up the white tissue paper and scrunching it up ready for the activity. The babies were also given some tissue paper to **have a go** and help scrunch up the paper, we used keywords such as “roll it up”, and “scrunch it up” providing descriptive words. Most of the babies were imitating by grasping the tissue paper and scrunching it in their whole hand **using a palmer grasp**, other babies attempted to mouth it as they do but we discouraged them.

Once we had enough tissue paper they were supported and encouraged to spread the glue with the spreader on their plate. Solomon put a spec then gave up so was encouraged as the practitioner held his hand to spread glue all around. The rest of the babies were also supported by holding their hand to guide them in how to spread the glue around. The practitioners continued to sing the song and do the actions for ‘yes sir’ by nodding head, using fingers indicating ‘3 bags, 1 for the master, 1 for the dame’ etc. The babies **enjoyed the rhyme and demonstrated listening by trying to join in with the actions**.

Next we pointed out the tissue paper showing them to add it to their plate and labelled it as “sheep’s wool, it’s a white sheep”. We sang the song one last time adding the word white sheep instead of black sheep.



### Do you know the Muffin man? **Expressive Art and Design/being imaginative**

Another activity we carried out was role-playing *The Muffin Man* nursery rhyme. The practitioner set up this activity with playdough, cake cases and a muffin tray to start with. The practitioner started by singing the song and as it was a new song to some babies. We used the iPad to play the song as well as to catch the babies' attention by



**listening to rhymes and imitating actions**. The practitioner then began role-playing as the muffin man and demonstrated how to roll the playdough into the shape of a muffin before placing it into a cupcake case. Whilst doing that she continued singing the song ‘*Do You Know the Muffin Man*’.

Mae curiously joined at the table and observed before taking part with the help of the practitioner. She was **moving her body to the sounds of the music**. At first, Mae touched and felt the playdough and she quite liked the feel of



the dough as she didn't hesitate, so with the help of the practitioner she pressed the dough in Mae's hand in the shape of a muffin and placed it in the cupcake case and then onto the tray. Syra and Solomon were observing for a while and listening as the practitioner sang the song, with the guidance of the practitioner they were able to have a go. Syra was poking the dough with her finger at first and with support she held the ball of dough in her palm before placing it in the tray. Solomon was also supported in doing the same, he frequently repeated the words and sounds as we sang, such as "cake" and "man".

We then extended their learning straight after by carrying out a drawing activity. The practitioner drew a muffin template on paper and provided crayons for them to make their marks with. Syra, Solomon, Lillian, and Mae took part. They showed interest and engaged in making random marks on their paper with the crayons holding them with the whole hand palmer grasp. The practitioner showed them how to colour making marks up and down, left to right, and round motions on the paper. At the same time, we continued to sing the song. The babies were all able to imitate the actions by doing up-and-down strokes with the crayons. All the babies quite enjoyed this activity, Lillian was naming some colours whilst showing preference in her choice of crayon.



## Bonus classes

### Tiny mites

The Tiny Mites session started with an opening song and the teacher took her dolls out introducing them one by one. All the babies watched in awe and curiosity, and the practitioner supported them to imitate actions to nursery rhymes, rolling their hands for the "round and open" part of the song. She then gave out round plastic plates to the 'Driving down the street' song, the babies were immediately excited as Sa'ad and Salah were smiling, waving and even mouthing the plate. Sa'ad and Salah were imitating the children from Rainbow Room by putting it up on their heads, using it as an umbrella as the teacher demonstrated and sang the song. Sa'ad and Salah were happy during the activity as they clapped, smiled, and laughed, both of them participated well during the session.



Zachariah and Syra were also intrigued as they were very focused on the Tiny mite's teacher, they watched the practitioner as she sang using the puppets, and props and used lots of hand gestures and actions. The teacher used shakers which encouraged the children to get up and move their body to the

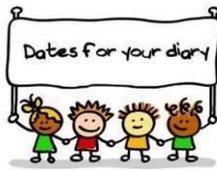


beats and [understand different concepts such as 'high and low'](#). Then she ended the session with the goodbye song and bubbles. Zachariah and Syra imitated the actions with the help of the practitioner such as, clapping hands, rolling hands, and popping bubbles in the end. The babies [enjoyed listening to songs, imitated actions and gestures they observed, and were able to concentrate for some time.](#)

## 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](mailto:office@rooftop-nursery.com)
- **Tapestry:** If you need support accessing Tapestry, please contact admin on [office@rooftop-nursery.com](mailto: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.



### **27 month Review**

Wednesday 26th June 2024

### **Photoshoot**

Wednesday 3rd July 2024 (9am – 1:30 pm)

### **Parents Afternoon**

Thursday 11<sup>th</sup> and 12<sup>th</sup> July 2024

### **Graduation Ceremony**

Monday 15<sup>th</sup> July 2024

### **Annual summer trip**

Friday 19<sup>th</sup> July 2024

**Nursery premises closed**

### **Summer Holiday**

**Last day Wed 14th August 2024 Nursery closes at 4 pm -**

**Re-open Tues 3<sup>rd</sup> September 2024 –**

Mon 26th August – Bank Holiday

Mon 2nd September - Inset day

### **Winter Holiday**

**Last day Friday 20th Dec Nursery closes at 4 pm**

**– Re-open Fri 3<sup>rd</sup> Jan 2025**

Wed 25th Dec – Public Holiday

Thurs 26th Dec - Public Holiday

Wed 1st Jan – Public holiday

Thursday 2nd Jan – Inset day

### **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.

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

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

**Comments/ Suggestions**

Please feel free to email us any suggestions/comments you may have to [office@rooftop-nursery.com](mailto: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>

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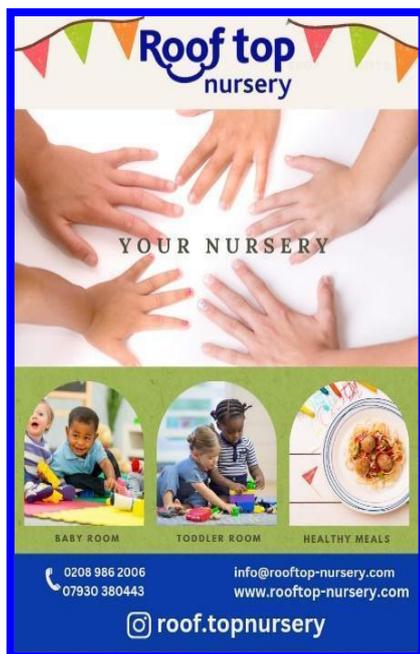
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# Instagram

Did you know we're on Instagram

**Please follow us on Instagram and recommend us to your friends and family.**

roof.topnursery

Look out for updates and see some of the amazing pictures.

Look out for all updates.