



**A very Happy Birthday
to Ihsaan, Esmé, Amir
Zachariah, Mia, Amaru
& Lillian !**



Graduation Ceremony

To celebrate Star Room children's achievements during their time here at Roof Top Nursery, we hosted a special graduation ceremony to give the children a good send-off before they start school in September.

Hafiza began the ceremony with a heartfelt speech dedicated to the children, highlighting their strengths. The children were praised for their progress and development as they have become very talented, independent, and confident individuals over the years.

The ceremony was a great moment to celebrate the children's achievements and progress as they have all been actively involved in all of the nursery activities such as reading, writing, baking, making friends, and building on their independent skills and social skills to help them navigate through life with key skills such as learning how to resolve issues, having a can-do attitude and overcome challenges.

As the children prepare for the next stage in their lives and look forward to starting school in September, we would like to wish them all the best and hope they continue shining each day as they blossom into amazing individuals.

At the end of the speech, each child had the opportunity to collect their certificates from Peri (Star rooms Room Leader), then gave Hafiza a handshake before taking their graduation pictures. The children sang a graduation song which was dedicated to all the teachers and their parents for the role they play in the children's lives. The children also cut their beautiful graduation cake and enjoyed their party thereafter where they had some yummy snacks followed by entertainment, dancing, and games.

Graduation 2025

Our group picture



We would like to take the opportunity to share Hafiza's heartfelt speech, which was shared during the children's graduation ceremony



(Hafiza Bhaiyat, 14th July 2025 Rooftop Nursery) I want to start by thanking all the children, parents, and staff for being here today on this very special occasion for our children who will be leaving Rooftop Nursery and moving on to school.

Time – Months, days, and hours are trickling away, and we can't believe another nursery year is coming to an end. This is our 19th year in operation, and we are truly grateful for all our days. Every morning, our nursery comes alive with the spirit of our happy and energetic children. This sets the tone for the day for us. We are Alive and Awake!

I want to start by saying how proud all the staff are of all the children in this nursery for becoming very talented, independent, and confident individuals. Some of our children have been with us since they were babies, and we have seen them crawl, walk and talk. Some of you are now able to read and write, and some of you are proudly putting one and 2 letters together and have now started to read. Today is about celebrating your achievements and the progress that you have made with us at Roof Top Nursery. You have all been actively involved in all the nursery activities , such as reading, writing, baking, making friends, and learning to resolve issues and overcome challenges.

The children that are graduating today from the nursery have made great progress from the time they first started nursery after the pandemic, and as parents who went through a pandemic with your new born in the early days of your child in this world, some children were hugely impacted after the pandemic with high numbers of children with social difficulties, language delay, and additional support needed to help these children and some parents requiring emotional and mental support. We are pleased with the outcome and proud to say the children are now confident, resilient and outshine the rest of the children who have previously left this nursery. And this has been the result of a sustained effort put into these children with the support of our staff team and you, as parents.

You have all been active explorers and used your creative thinking in your play and learning. You have developed further independent skills, social skills, and important life skills.

The effort and love given to you by your staff in your room and the nursery, from Charnelle, Laiqa, Mahfuz, Akki, Tahalia, Shamima, Peri, Shanaz, Demi and Faiza in your final year, we cannot thank them enough, we are grateful to have such loving staff in our nursery for all of you.

It was a great pleasure looking after so many shining stars here at Rooftop over the last 19 years. The time has come to say goodbye. Each day was filled with fun and excitement. We laughed together, played, learned, and enriched our lives together.

As much as we feel sad to see you all leave and move on to school, we would like to say to all the children that we wish you all the best in your new school, and we hope you will continue to be independent learners and seekers of knowledge.

Thanks a million

Thank you to all our parents and carers for your continued support over the years which is invaluable to us.

You have all been amazing, thank you for working in partnership with the nursery and attending all our events.

Wishing you all the best!



A few highlights from our Graduation ceremony - Class of 2025



Set up



Cake



Certificates



Gifts



Cutting the cake



Party Food



Mr Squash

Our Trip to London Zoo

This year we had the opportunity to go to London Zoo for our annual summer trip and enjoy a fun day out with the children, parents, and staff team. We had over 70 adults and children attend this trip, which was a great turnout. We travelled in style with spacious executive coaches, a service the parents expressed they were pleased with. During the day, we enjoyed having an outdoor picnic together where we got to relax and socialise with the parents and children.





During Carer's week, Sunshine Room children participated in activities that involved making things to give to their parents/carers. They made salt dough handprints, made medals, and handprint cards. They also had access to a variety of books related to parents and carers.

Making medals – EAD/ Creating with materials

The children made medals for their parents using paper, glitter, sequins, glue and crayons. The children observed the practitioner make a sample piece to which they were willing to have a go. The practitioner spoke about making it for their mum or dad and suggesting comments such as *No1 Dad*, *No1 Mum*, *I love dad*, *I love mum* etc. Some children agreed with her saying "yeh" and some repeated "mummy, daddy".

Mae, Corto, Noa, Sylvie, Rumi and Ayaan took part in the activity with adult support. Mae, Corto, Sylvie and Noa were first and they made marks using the crayons, Mae then confidently spread glue and then added the sequins of her choice, she said she made two medals one for mummy and

one for daddy, **noticing and becoming interested in the transformative effect of her action on materials and resources.**

Noa was supported by the practitioner as she grasped the paper in her hands. Sylvie used all the different colours. Rumi sat with the practitioner for support and participated in the activity, she showed interest in using crayons

as she held on to the end of the blue crayon using her right hand and made marks, colouring her paper, she then moved on to picking the sequins one by one using pincer grip and **placing them with intent** around her paper to decorate.

Corto was mostly interested in playing with the glue as he picked the glue spreader and scooped and mixed the glue in the tray, the practitioner guided him to place some glue on the paper and stick sequins onto it to decorate to **experiment with a range of media – tools, materials, through multi-sensory exploration**. Ayaan joined near the end of the activity, he confidently used the glue stick and spread some on his paper, the practitioner asked him what he would like to use, he said "yeh" and began selecting some of the resources at his reach, he chose glitter and said "me" indicating he wants some. He then sprinkled it and said "wow!" Then he rubbed his hands together as though he was done. Once the medals dried, they got to take them home.



Football – PD/ Moving and Handling



As some of the children play football with carers, we provided the children with soft footballs to play and share their skills. Ayaan saw the red ball and immediately chased after it, saying “me me”, **beginning to use me in talk**. He tapped on the ball, then tapped on his trousers, showing the practitioner that it’s the same colour, showing **awareness of**

and interest in his own and others’ physical characteristics. So, throughout the activity, he was playing with the red ball. Ayaan held on to the ball with both hands, lifting it above his head and throwing it as far as he could, then chasing after it. He placed the ball back on the floor and used his right foot to **kick a stationary ball and throw a ball**.



Mae was trying to collect as many balls as she could in her hands. She managed to collect three



balls at the same time, and she walked around the room saying, “Look, Mae Mae ball”. After she had a go at kicking the ball using her right foot. Noa approached the table by crawling and using both of her hands to hold on to the edge of the table to lift herself to stand up, **pulled to standing from crawling, holding on to furniture for support** and looked down at her ball, thinking of what she could do. So, the practitioner helped Noa by placing the ball on the table. Then she started playing with the balls on the table by tapping them with the palm of her hand. Irfaan held onto the blue ball with both hands and did squats while holding it. He also played catch and throw with the practitioner, **changing position from standing to squatting confidently**.

Handprint card – CL/ Understanding

Sunshine room participated in making cards for their parents/ carers. They all gathered around the table taking a paper each. Sa’ad and Salah immediately went in with the crayons trying to find their favourite. Sa’ad was trying to find an orange and asked, “where orange?” and Salah was trying to find blue but it was being used, so he went to his peer and asked “Salah turn?”. He was

encouraged to wait his turn and he replied to the practitioner saying “okay”, **showing good understanding and ability to wait his turn.**

Sylvie observed the material on the table, and with the practitioner's encouragement, she reached her hand into the plate of paint and dipped her entire palm open, and she then closed her palm, continuing **to explore and experiment with an increasing range of media and movement through multi-sensory exploration.** Corto enjoyed painting and kept dipping his hand into the paint to get as much paint as he could on his hands and tapped it to his paper to make a handprint. Once he was done printing his paper with hand prints, he moved the paint closer to him so he could continue dipping his hands in the paint as he **enjoyed the sensory experience of making marks in paint.**



Independence skills

Sunshine Room children participated in activities that enhanced their independence skills. They participated in various activities that required independence, such as cleaning the floor, doing dishes, putting away clothes, and tidying up by themselves, which involved putting toys back, packing their clothes into their bags, and sweeping the floor. Not only does this support their independence skills, but it can also support their physical development and confidence.

Hanging clothes on the peg – **CL understanding**

The practitioner gathered the children around the coat and bag area and showed them their pictures on top of the pegs, pointed at the picture and asked, "Who is it?" Mae and Esmé immediately started pointing to their pictures and saying “there”. Esmé participated in the activity. She used her right hand to point at the picture. Then, the practitioner gave her a bag full of clothes to put back on her peg. She held the bag with both hands and reached the peg as far as she could with a bit of help from the practitioner. They successfully put it back, then Esmé peeked inside the bag and said, “Yeah, done,” and went back to playing with her dolls.



Mae participated in the activity, she pointed at her picture and said “Look, Mae, there”. The practitioner gave her bag, she opened it and started asking questions; “what’s in there?” then pointed out a piece of clothing and said, “is that my trouser?”, [holding a conversation](#).

Ayaan came in towards the end of the activity. He added his clothes one by one into his bag, the practitioner asked him where his picture was, and he used his index finger to point at his picture and said “there”, [using gestures, sometimes with limited verbal communication](#). He used his right hand to lift his bag and put it back on its peg.

Washing dishes – PD Health and self-care

After their snack, Sunshine Room children gathered their bowls and followed the practitioner to the washroom gate. Saad, Salah, and Mae kept saying it was activity time and calling their peers who were not standing with them. Esmé participated in the activity, taking the bowl directly to the tap and filling it up to the brim and pouring it into the sink, then, when she was given a sponge she held it with her hand and scrubbed the bowl clean. Once her bowl was all clean, she had the sponge between her hands and squeezed it as hard as she could, watching it create foam.

Mae participated in the activity, using both hands to hold up the bowl under the tap and circling it around the water to get it all wet. Then, the practitioner gave her a sponge; she held it with her right hand and soaked it with water. After she was all done, Mae talked to the practitioner about how her hands were wet and needed to be dry.



Sylvie participated in the activity but was more interested in playing with the water. She would let her hand block the tap, stopping the water flow, and then unblock it. She did this a couple of times until the practitioner gave her a sponge, then she started scrubbing her hands.



Cleaning Hand towels – PD Moving and handling

Sunshine Room went to the wash area to clean their hands with soap, then cleaned the towels they used to dry their hands. Saad, Salah, and Zachariah were the first group to go. They immediately went into the tap, letting their hands feel the water. Once their hands were wet, the

practitioner gave them soap. Saad said to the practitioner, “Saad, do it” Then, when he was done, he gave it to Salah and said, “here you go”.

Salah copied his brother and gave it to Zachariah when he was done. After washing their hands, the hand towels were put in the red basket that is labelled “dirty hand towels”.

Then the three boys took their dirty hand towels and scrubbed

them clean. Saad went to the practitioner with the hand soap and said, “Not working”. Then in the second group, it was Mae, Ayaan, and Irfaan. Irfaan participated in the activity but was more interested in playing with the water. He used his thumb to touch the sensor to turn it on and off, then, after a while, he ran his entire hand, getting them all wet, splashing the water on the sink.



Summer

As the weather became warmer, we took this opportunity to carry out a theme on the summer season and explore a variety of activities relating to summer, including lots of water play, sand play, learning about what we take to the beach, summer clothing and accessories, summer foods and much more.



Sunrise landscape: EAD/being creative with materials & PSED/understanding emotions



To support the children's creativity, fine motor skills and understanding of the world, they were shown a picture of a beautiful sunrise on the beach. We noticed sand, sea, sky, and the sun in the picture. This encouraged language and learning new words. The practitioner gave each child a spreader with glue to spread the glue on the

paper. Rumi helped the practitioner give out all the materials to her peers, **adapting her behaviour and increasing participation and co-operation as she became familiar with and anticipated the routine**. She saw the cup of glue and the spreaders on the table, held it with her hand, started walking around the table to give the practitioner the glue, then she began to play with the sand by filling her palm with sand and scattering it around the table.

Mae was excited to use the sand. She dug her hands inside the pot, wiggling her fingers to feel the sand. When she attempted to stick the sand to the glue, she felt uneasy about the glue and



sand in her hands. She went to the practitioner, showing her hands, saying, “Oh no, my hand!” So instead, she used the blue tissue paper to scatter the rest of the sand on her paper, [exploring and experimenting with an increasing range of media and movement through multi-sensory exploration and expression](#).

Esmé and Zachariah also enjoyed playing with the sand. Esmé took some sand in between her fingers and sprinkled it on top of her paper. She asked for more, saying, “Mae, more sand, please?”. As the children put their final piece together using the sand, blue and orange tissue paper to make their summer beach scene, they were [able to make connections between their movement and the marks they made by](#) pointing to and repeating the names of the different parts of their image, such as the beach, the sea and the sun.

Sea life cornflour play: **PD/moving and handling & CL/speaking**

Sunshine room children participated in a fun sensory activity as a follow-up, looking at what we would find in the sea. We used blue coloured cornflour and sea animals. When the tray was set up for the children to play, Ayaan, Esmé, and Mae started pointing out the sea animals they could see and tried to name them. They got “shark”, “turtle”, and “octopus” right. After naming the animals, they started to play with the corn flour. Esmé used her right-hand

pincer grip to take some of the flour and sprinkle them on the animals. Then, she collected as much flour as possible in one corner to make a mountain of flour, [enjoying the sensory experience of messy play](#). Halfway through the activity, the practitioner added water to the tray, making gloop which they enjoyed mixing. Mae was fascinated with the texture of the gloop and said “wow” as she was playing with it. Esmé played with the gloop until the end as she enjoyed the feel of it going from hard to soft. The children [noticed and became interested in the transformative effect of their action on the paste](#). Corto, Noa, and Salah also took part in the activity, enjoying the textures and naming the sea animals.



Exploring Zoo animals

Sunshine room children were introduced to Zoo animals a week before our trip to the Zoo. To support the children's understanding of the world, the practitioner was able to plan some activities to further build on their understanding of what they were going to expect on the day. The practitioners provided activities related to the zoo by showing the children the life of the animals at the zoo, by exploring with animals in soil, ice, paint and understanding that the animals are different and learning the names. Discussion took place talking about what



they eat, where they sleep and what their lives look like at the zoo through pictures, books and videos.

Zoo animal sensory exploration – UW/the world & CL/Speaking

Sunshine room children enjoyed exploring and playing with the zoo animals in the soil as their adult-led activity with the practitioner. The practitioner used the black tray and added some soil to it, and then some zoo animals on it for the children to explore the natural environment of wild animals. Sa'ad, Salah, Corto, Mae, and Rumi were around the tray next to the practitioner using their hands to grasp the animals of their choice and stomp them in the soil as they were curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, and animal life. Then they were provided with watering cans and water to wash the wild animals. Zachariah was more interested in watching his peers explore and name the animals. Corto absolutely enjoyed exploring the soil and playing with wild animals as he was trying to make the noise of the animals and



splashing the wet mud with a big smile on his face. Mae, Sa'ad, Salah and Zachariah were able to name the elephant, monkey, giraffe, and lion, and then the practitioner asked them to make the sounds of some of the animals. They were able to copy the sounds, such as “roar” and “ooh ooh aah ahh”. This activity supported the children with their understanding of the world and their surroundings, as they were able to recognise the animals they saw in the books, use single words, imitate words and sounds, as well as use Makaton signs for the animals which they had been learning. The children enjoyed their sensory exploration until they were content.

Lion fingerprint paper plate - EAD/ Being imaginative and expressive

Sunshine Room children took part in making a fingerprint lion craft. The practitioner prepared paper plates and orange paint. Children were shown the lion as an object of reference to have a better understanding before they started the activity. To further support the children's learning, the practitioner asked the children, “What noises does the lion make?”. Mae and Zachariah said “roar!” and laughed, repeating actions that had an effect. Noa, Leia, and Corto were encouraged by the practitioner to repeat the sound of the animals.



The children were then shown by the practitioner how to make fingerprints on the paper plate.



Mae, Zachariah and Sylvie did well by using their little fingers to dip into the orange paint and then one by one they were able to make dots onto the paper plate. Corto, Noa and Leia were encouraged by the practitioner to finger paint, while on the other hand, Corto was more interested in doing a handprint, which looked amazing for his lion's mane. The children **noticed and became interested in the transformative effect of their action on materials and resources.**

After the activity, we used the Dear Zoo book and asked the children what animal they would like to see at the Zoo. Mae said she would like to see all the “elephants”, Zachariah would like to see “giraffes”, Sylvie and Corto wanted to see the lion and Noa and Leia pointed at the monkey.

Zoo animal rescue

PD/moving and handling

The children took part in a fun activity to support their critical thinking and cognitive skills, and fine motor skills, while rescuing the trapped zoo animals.

The practitioner placed a variety of different zoo animals on the table and stuck them down with tape, as the aim of the activity was to allow the children to develop their fine motor skills by pulling off the tape and rescuing the animals. Mae, Ayaan, Esmé, Sylvie, Corto and Noah took part. Sylvie used her thumb and her index finger to support her in pulling the edge of the tape off the pig and her **hands starting to operate independently during a task that uses both, with each hand doing something different at the same time.**



When she succeeded, she looked at the practitioner and smiled and said “pig”. Corto was pulling the tail of the crocodile, but he was a bit frustrated because the tape wouldn't come off. He continued pulling at the crocodile and eventually took the tape off, then smiled with joy, **expressing himself through physical actions and sound.**



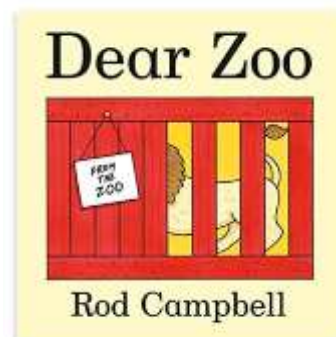
Mae and Esmé enjoyed this activity. Mae managed to rescue three animals and named each animal *Giraffe, Pig and Horse*. Ayaan also showed focus and used both his hands to pull off the tape from the deer and lizard. Some children pulled at the animals while others learned to pull the tape to develop their fine motor skills.

Rainbow Room



Jungle theme

Rainbow Room had a week-long theme on a Dear Zoo/Jungle theme as we had our trip to the zoo approaching, and we also had a session with a speech and language therapist who showed us a variety of Makaton signs based on animals. The children participated in various activities, including making paper plate giraffes, handprint monkey crafts, animal letter matching, jungle sensory bins, jungle footprint painting, paper plate lions, jungle ice rescue, animal masks, and foamy jungle play. They also took part in a bonus music session where they sang nursery rhymes and practiced simple phrases and new words to improve their language skills. Through music, children developed listening skills, improved memory, and built language through singing and rhythm. Additionally, the children engaged in interventions such as turn-taking games and used a calming basket to help understand and manage their emotions. These activities helped the children express their creativity, improve motor skills, regulate emotions, build social skills, and discover jungle themes through sensory play.



Dear Zoo Book/ Paper Plate Giraffe **Communication and Language: Speaking**

Understanding the world: The world



Loving and learning about animals can help children become more caring and grow their understanding of the world around them. It builds empathy, increases their knowledge of nature, and supports their overall thinking and emotional development. It also encourages appreciation for animals and helps develop important skills. As part of their Jungle Theme, Sophia, Galad, and Paloma took part in a fun and educational activity. The children sat with the practitioner to read a book called *Dear Zoo*, which showed different animals. The practitioner asked open-ended questions, such as, "Where do giraffes live?" Sophia replied, "Zoo," and added, "Giraffes are very tall." This helped the children learn new words very rapidly and use them in communicating their ideas confidently.



After reading, the children each picked up a paintbrush and dipped it into orange paint to start their creative project. They painted paper plates orange to look like jungle animals. Ilyas used a sponge roller, showing good fine motor skills as he spread the paint smoothly. Then he used his index finger to make brown spots. Sophia used the same method, first rolling the paint, then using her finger to make spots. Paloma watched her friends and followed their example, doing the same as Ilyas and Sophia. Jasper and Galad also painted their paper plates orange. Jasper decided to paint his hand instead and enjoyed the sensory feeling of the paint, fully engaging in the activity. During the activity, the children practiced **talking about some of the things they have observed such as plants, animals, natural and found objects**, which enhanced their communication and observation skills. The children had a great time exploring their creativity while building their interest in animals and the jungle world.



Animal Letter Matching **Literacy: Writing Communication and Language: Listening and attention**

Rainbow Room children were combined with Star Room children for a joint animal letter-matching activity. They were introduced to different animals and given letters to match to each one. Using zoo-themed books and Makaton signs, the practitioner guided the children to place letters next to the matching animals, for example, placing the letter "E" next to the elephant. Through this, the children **ascribed meanings to signs, symbols, and words that they see in different places, including those they make themselves, and included mark making and early writing in their play**.

Amaru, Tai, Lillian, and Ibraheem could identify the animal names but needed help matching the letters. Teddy, Sienna, and Maya confidently matched letters to animals and copied the letters onto paper. Lillian enjoyed tracing the letters as part of her learning.

During the activity, when the practitioner showed Teddy an animal and asked what it was, he correctly said "elephant." He then independently found the letter "E" and, when asked, wrote it on paper, proudly showing his work. The children also demonstrated that they **could follow directions (if not intently focused)** during the activity. Through these experiences, the children are developing letter recognition, fine motor skills, and communication abilities in a fun and engaging way.



EAD/ Creating with materials/ UTW/The world – Animal ice rescue play



In line with our theme, we had various small animals hiding in ice. Matteo, Amaru, Lillian, Sophia, Galad, Tai, Ilyas, and some children from the Star Room

participated in a sensory activity using ice. The practitioner provided blocks of ice with wild animals frozen inside. One by one, the children held the ice and expressed how it felt. Lillian said, "It's cold, Faiza," with a big smile. As Sophia tried to grab the ice, it kept slipping from her hands, [understanding the cause and effect of the resources](#). Amaru watched her peers with curiosity. The practitioner encouraged her to try, and when she touched the ice, she said, "My hands are cold, [willing to try and explore different textures with interest](#). There were two hammers available, so the children had to take turns. They used their gross motor skills to break the ice. The children worked together to rescue the animals from the ice by breaking it with the hammers, which built excitement and teamwork. While Amaru was trying to break the ice, she used the pointed side of the hammer instead of the flat surface. As the ice melted, the hidden animals started to appear. Matteo picked up one of the animals with his dominant hand and began splashing water. Amaru and Lillian each took a small piece of ice and explored it by putting it in their mouths, [experimenting with ways to enclose a space, create shapes and represent actions, sounds and objects](#). The practitioner asked, 'How are the animals feeling?' and Lillian said, 'They are cold, we should dry them.' Tai said 'The ice is water now' and Sophia replied to him, 'It's melting, Tai. Galad was intrigued by wanting to put the ice on his face and said, 'this cold and nice' as it felt cool on the skin. The children enjoyed playing with the ice, engaging their senses through touch, taste, and movement while developing physical and observational skills.



Oral health

We extended our theme on Oral Health. The children sculpted teeth with playdough, made salad and identified cavities to help raise awareness about the importance of oral hygiene, healthy food choices, and taking care of their teeth. They also practiced yoga and took part in small-group interventions such as turn-taking games, click-clack cars, fishing games, and using a calming basket to support emotional regulation. Additionally, the children enjoyed a bonus French class, where they learned simple words and phrases to support early language development. Through these experiences, they expressed creativity, developed fine and gross motor skills, and explored their emotions.



Sculpting Teeth Playdough **Personal, Social and Emotional Development: Sense of self**



As the theme for this week was oral health, the children made teeth out of playdough. Sculpting teeth provided them with a hands-on way to develop important skills. Shaping the dough through actions like pushing, pulling, squashing, squeezing, rolling, chopping, and cutting helped strengthen their fine motor skills and build finger strength and coordination. Forming the teeth and using tools also encouraged them to think critically and solve problems. The activity helped the children learn about teeth and understand the importance of dental care.

Rafael, Paloma, Jasper, Sophia, Ibraheem, Galad, Alfie, and Matteo participated in the activity. The practitioner showed the children a model of teeth and asked open-ended questions, such as “Who brushes their teeth?” All the children responded, “Me!” Galad even demonstrated how he brushes his teeth. When asked, “Who has visited the dentist?” Sophia and Galad both said, “Me.” The children were **showing that they are aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others**. Before using the playdough, the children checked each other’s teeth and counted how many their peers had. Paloma counted Ibraheem’s teeth, pointing with her index finger as she said, “1, 2, 3, 4, 5, 6... 6 teeth!” **saying one number for each tooth, using the stable order of 1,2,3,4,5**.



During the activity, Ibraheem used a cutter in his left hand to manipulate the dough. Sophia made small balls to represent teeth, and when she finished sculpting, she counted them aloud up to eight. Galad showed strong hand-eye coordination as he rolled the dough flat, then carefully used his palms to roll small pieces into balls to represent teeth. All the children used rolling pins with focus and coordination, showing great engagement and effort throughout the activity.

Making Salad **Physical Development:** Health and self-care

Expressive arts and design: Creating with materials



Matteo, Ibraheem, Paloma, Lillian, Tai, and Salma enjoyed taking part in making salad. The children were provided with lettuce, cucumber, carrots, chopping boards, and knives. The practitioner showed the children all the resources and asked them to repeat the names. They were then shown how to use the knife safely to cut and place them into their cups. They used their hands to

grasp the knives and cut the carrots and cucumbers. Lillian, used her grasping hands to hold the knife and chop the carrot. Tai asked the practitioner for help as he was struggling to cut the carrot. At first, Salma used the knife, but she then decided to use her hands. She used both index fingers and thumbs to break the cucumber into pieces. Matteo observed his peers and then decided to join in. He used his fine motor skills to manipulate the knife and cut his salad. As Ibraheem was cutting, he decided to eat some lettuce. As he took a bite, he said, “Crunchy!”

This experience showed how the children [eat a healthy range of foodstuffs and understand the need for variety in food](#) by choosing and tasting different vegetables.. Through this activity, they also [created representations of both imaginary and real-life ideas, events, people and objects](#), as they role-play making their own food and practice real-life skills. Lillian finished cutting her salad and gently placed it into her cup. Through the salad-making activity, the toddlers developed fine motor skills by cutting vegetables using knives and their hands, [using tools for a purpose](#). They built their vocabulary by naming tools and ingredients, and



practiced communication by expressing thoughts like “crunchy.” The activity encouraged independence, problem-solving, and social interaction.



Summer

The children continued to explore and expand their knowledge of the summer season further. They engaged in various activities, including water play, replicating sunflowers using art materials, physical activities, and much more. Through these experiences, the children expressed their creativity, developed fine and gross motor skills, managed their emotions, strengthened social interactions, and explored sensory play whilst learning about the summer season.

PD/ Health and self-care- Cutting and tasting watermelon

Lillian, Jasper, Noah, Iris, Amaru, Galad and Alfie explored a watermelon, which is one of the summer fruits. The children were already familiar with the fruit as they shouted 'watermelon' with excitement.

Scooping slices of watermelon with children helps them learn about different types of textures. It helps develop sensory awareness while understanding different types of fruits using [3D and 2D structures to explore materials and/or to express ideas](#). The children were touching and squeezing the watermelon whilst also tasting it.

Iris, Galad and Amaru said that the watermelon tasted sweet, while the rest said it felt soft. The children used a spoon to scoop out the watermelon, and they also shared the different types of fruits that they liked. Lillian watched as the practitioner helped her to scoop out the watermelon, and she was curious about the activity and the purpose behind it as she asked questions such as "what's that?" or "why?", [beginning to understand why and how questions](#).

Noah, Alfie and Jasper enjoyed eating the watermelon and even went in for

seconds. The children were really excited to scoop it, feel it, smell it and play with it. Jasper collected the seeds and put them aside, saying, 'These is the seeds'. The practitioner asked, 'Can we eat the seeds?' and they said no collectively. The practitioner extended their learning and asked what else we can do with watermelon. Iris responded 'We can make juice. Lillian added ' I have watermelon at the beach' [having meaningful conversations between each other](#).



UTW/ The World- Painting sunflower -

For our paper plate sunflower activity, we had some Star Room children join Rainbow Room. Galad, Salma, Saad, Marley and Juliet took part in painting sunflowers.

The practitioner explained to the children how a sunflower grows by planting seeds in the soil in the springtime, and by summertime, the seeds will grow into a beautiful sunflower. The practitioner then asked the children if they knew what colour sunflowers are. Marley said, "It's yellow", **noticing detailed features of objects in their environment**. The practitioner and children were discussing all the facts that they know about sunflowers, such as how the flower looks like a sun with its yellow petals. Salma was in the middle of this conversation, focusing her attention on whoever was speaking and giving her input by saying "yah", showing **listening skills to others in one-to-one or small groups, when the conversation interests her**. Salma used her right hand to hold the paint brush in a palmer grip, and she made round circular marks onto the paper plate. The practitioner asked Salma what she was doing, "painting ", Salma replied. Marley asked,



'How about the brown part that goes in the middle?' **being curious and asking questions about the world around her**, and the practitioner said, 'We will add this brown tissue paper for the centre'. At the end, we added a stem to the flower and let it dry.



PSED/ Understanding emotions- Box of feelings –

Lillian, Paloma, Sophia, Nell, Iris, Marley and Juliet participated in a box of feelings session. They were asked how they were feeling, and all were happy and excited. The practitioner started to show the big emotion cards. The first emotion was sad, so the practitioner asked why the boy in the picture was feeling sad, and Paloma replied, "because he wants a toy" Then the practitioner asked what she could do to make the boy happy again, and she replied 'I play with him and give toy. Tai also replied, saying that the boy is sad and that he will make him happy.



The practitioner showed a scared card, immediately the children showed their shocked/scared face, and Juliet said, 'The boy might have seen a wolf'. She extended further, saying, 'I don't like wolf'. Marley said, 'Maybe he is scared of something else. Sophia said 'We can play with him and he will be better and not scared' **responding to the feelings of others, showing concern and offering comfort.**



The last card was a happy emotion, and all the children gave the practitioner a big smile. They all started to have a conversation with each other about what makes them happy. Paloma said, "mommy and daddy", Juliet said "my Peppa". Marley said 'When I play with my friends. Whilst having these conversations, Marley said the word "ecstatic", indicating that she is **learning new words very rapidly and is able to use them in communicating.** This led to Paloma and Iris asking what it means. The practitioner explained it means being joyful, and excited.



Zoo animals

Following their delightful zoo visit, the children eagerly engaged in various adult-led activities centered around the animals they had seen. The children were excited to express what they saw and how happy they were. They engaged in various activities, including making their own zoo animals, sensory exploration that included animals such as washing them, animal rescue using tactile, and so much more. These experiences fostered creativity, refined both fine and gross motor skills, supported emotional development, strengthened social interactions, and provided sensory exploration, all while deepening their understanding of the animal kingdom.

Washing zoo animals – PD/ Moving and handling

Sa'ad, Salah, Zachariah, Tai and Lillian took part in washing animals. The practitioner set up all the animals they could see during their trip to the zoo; however, these animals were now dirty, and the practitioner asked the children what they needed to do. Tai replied, 'they need to be washed'. The children were curious and excited to clean the animals.

Sa'ad held the sponge and squeezed the water out with his left hand. Salah used his right hand to hold on to a sponge and start scrubbing the animals and even the tables, **beginning to show preference for the dominant hand and using his fine motor skills.**



Zachariah was hesitant to play with the water at first, but with the practitioner's encouragement by singing "tiny turtle", he reached in to take an animal to splash the water. Tai enjoyed the activity, especially when the practitioner showed them that they could make bubbles by squeezing the sponge. He pointed out each big bubble and encouraged his peers to pop it with him. He said,

'Eris, we need more soap'. Sa'ad then repeated and said 'more soap too' so that they could experiment and make more bubbles, **using everyday materials to explore, understand and represent his world—his ideas, interests and fascinations**. The children enjoyed the different ways of cleaning the animals. Zachariah was rubbing a giraffe between his palms and getting his sleeves wet. They then let the animals dry out in the garden.

Painting a lion – CL **Listening and Understanding**



In line with our theme, Mae, Zachariah, Sa'ad, and Salah participated in making paper plate lions. To help the children remember what

a lion looks like, the practitioner showed a picture they took from their zoo trip. We also had visuals on the table so the children could use them for reference.



Mae raised her voice excitedly and said, "I went to the zoo with mommy and daddy," **using clear language to recall past experiences**. Then Sa'ad joined in and said, "I'm going to the zoo." Salah was fascinated to see the lion from the picture and kept calling his brother's name to get their attention, "Look, Sa'ad, lion".

The practitioner showed a 3D visual of a lion, which piqued Esmé's interest, who was playing at the other table with Legos. She went to the practitioner's side and pretended her hands were claws and "roarrrrr", **beginning to make believe by pretending using sounds, movements, words, objects**. Sa'ad and Salah got excited

when they saw the lion; they pointed at the same time and said, "Look, Eris' lion". Rayan approached the table to participate in the activity. He reached in for a paintbrush, brushing the bristles against his fingers. However, when the practitioner helped him dip the brush into the paint, he left the table and played with the cars instead.

Zachariah watched as his peers participated in the activity, then picked up the brush and started to make strokes of yellow paint independently. As he was painting, he joined his peers' conversation by repeating their words, **indicating his listening skills to others in one-to-one or small groups when the conversation interested him**.



Painting elephants – CL Speaking

Iris, Mae, Zachariah, Tai, Salma, Salah, and Sa'ad took part in making paper-plate elephants. The practitioner asked, 'Who saw the giant elephants in the zoo?' Iris quickly responded, 'I saw the monkeys; they were jumping,' and laughed. Mae said, 'I saw the zebra,' and held two fingers up to say there were two zebras in the zoo. Iris said 'I saw the tigers and then I was playing with the water with my friends', **being able to retell a simple past event in correct order**. Sa'ad and Salah were listening to their peers have these short conversations.

After talking about their experience, the practitioner laid out two big 3D models of an elephant and read a book, "Elmer Again", with pictures of an elephant to show more visuals of the elephant. Sa'ad, Salah, Iris, and Mae were engrossed in



the story session, giving all their attention to the practitioner reading the book. Mae said 'that Elmer is colourful' and Iris said 'she also gets like the other elephants', showing that she is already familiar with the story. They were asked what colour the elephant usually was and Salah said 'grey'. The children were encouraged to use their brushes and paint their paper without leaving any spaces. They were informed that later, we would add the features and the trunk. Iris then imitated the sound of elephants by waving her hand and making the sound. Her peers repeated her actions. Sa'ad was showing interest in painting his left hand and leaving a handprint. Mae was being precise and taking her time. Zachariah was hesitant to start, but the practitioner guided and reassured him. The children worked on their creative skills whilst building their **fine motor skills as they manipulated tools like the brush and paint**.

Star Room

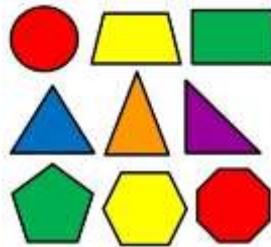
Transitioning to school

The children continued with the theme, 'transitioning to school', participating in activities to support them going to school. They engaged in open conversations about the exciting aspects of school: meeting new friends, subjects, and activities. The children are also supported through visuals, social stories, or picture cards to help understand the new school day and its routines. Some children from Rainbow Room will be moving into Star Room; therefore, they have spent some time playing, bonding and participating in activities in Star Room.



Naming shapes and colours - **Mathematics - Shapes**

The children participated in an activity learning about different shapes and colours. They were given different-shaped objects and asked to pick up a shape and draw around it. For example, Amaru was asked what shape she was drawing, and she replied, "I am drawing a square," and when asked what colour her shape was, Amaru replied "green". Iris was drawing a star, and she said, "I am using pink". The practitioner extended her sentence by saying, "I am drawing with a pink pencil". Iris then repeated what the practitioner had said.



Juwairiya had picked up a heart and was tracing around it and inside. Elyas drew a square; the practitioner then asked him if there is anything else that is square-shaped and Elyas replied, "the table", **recognising that two objects have the same shape**. Sophia wanted to draw a face, and then the practitioner asked her what shape a face is? the practitioner added on by saying, "It could be a



circle”, and Sophia replied, “yes”. Jasper didn’t show interest in drawing, but he was holding the shapes and looking at them. The practitioner asked, “What shape are you holding?” Jasper replied, “triangle”. The children were then asked if they could spot the different colours and shapes around the room. The practitioner pointed at the globe and the children replied, “Circle”. Learning about shapes and colours helps children develop crucial cognitive, sensory and problem-solving skills, forming a foundation for future learning in various subjects. They learn to identify, classify, and associate colours and shapes with objects, enhancing their vocabulary, memory and spatial reasoning

Drawing lunchboxes

Literacy - Writing

The children participated in an activity drawing school-packed lunch boxes. The children who showed interest were Leo, Maya, Eli, East, Elyas, Juwairiya and Siena. The practitioner placed some props in the middle of the table for the children to have a better idea in preparation for school. The practitioner spoke to the children about school meals, that some children will be having school lunch and some children will take a packed lunch from home. They were given a piece of paper with a template of a box drawn and were asked to draw what food they liked in their lunchbox. The children were encouraged to draw and make healthy choices as this activity supported the children to understand and make healthy eating choices.



Leo said he was drawing carrots and Eli said he was drawing apples in his lunch box,

[distinguishing between the different marks they make and giving meanings to their drawings](#). The children were mainly drawing fruits and vegetables, and the practitioner reminded the children about other foods such as sandwiches. The children then started talking about what they could have in their sandwiches. Siena said, “I like ham sandwich”, Juwairiya said, “My mummy is going to put cheese and cucumber in my one” East said, “I only want butter”. Elyas said he would like hummus inside his lunchbox. Eli said he would like some biscuits and Maya said, “You can have a fruit yoghurt”. The children enjoyed this activity and expanded their creativity and imagination by thinking about healthy foods. The children were also reminded that it is important to eat their lunch at school and on time to maintain concentration and feel energised throughout the day.



Space

Star room children focused on a space theme, inspired by child-led interest, as some of the children were observed role-playing, pretending to fly to space during free play. The children participated in various activities learning about space to develop a wide range of cognitive skills, expand their vocabulary, improve their communication and literacy skills, and learn to think critically and creatively. Exploring space in this way was a wonderful way to ignite their curiosity, foster a sense of wonder, and encourage them to explore their surroundings and the wider universe.



Learning about space

Understanding the world/Communication and language

The children participated in an activity learning about space. The practitioner introduced the topic to the children as she placed some images in the middle of the table and showed the children a book about space. The children who showed interest were Romy, Teddy, Marley, Juliet, Ihsaan, Lia and Nell. The practitioner asked the children if they knew where space was, and most children pointed up. When asked, “What colour is space?”, Ihsaan said, “black”. The practitioner then asked, “What do we have in space?” Teddy replied, “The moon”, Marley said, “The sun”, and Juliet said, “Stars”. Nell then said, “The stars are sparkly”. Lia said, “The sun is hot”. The children were shown pictures of the various planets in the solar system, identifying the names of the planets, such as Earth, Mars, Jupiter, Saturn, Venus and many more. The practitioner explained that we live on planet Earth, and it turns around; however, we don’t feel it, [talking about why things happen and how things work](#). The children were then provided with chalkboards, chalks, colouring pencils and paper to draw something found in space that they had just learned about.



Juliet drew planet Saturn by looking at the visual and copying it. She drew it independently, and she then proudly showed the practitioner what she drew. Teddy drew Mars, and he said to the practitioner, “I am drawing volcanoes onto the planet”. Marley drew planet Earth. She made marks with the blue chalk to resemble the sea and green chalk to resemble land. Lia said, “Look, I drew a rainbow, and I made lots of different colours”. Ihsaan chose to draw a rocket. He held the pencil in a palmer grip and attempted to copy the rocket by looking at the visual, and Nell said she drew a moon.



Papier Mache planets Expressive arts and design – Creating with materials

The children made paper mâché planets using newspaper, balloons, and a bowl with PVA glue and water. Romy, Leif, Lia, Eli, Elyas and Ihsaan showed interest. The children first started by tearing the newspaper into long strips, then they were paired up, and each pair of children were given a balloon each. Romy decided she wanted to play, and Galad joined the activity. They were shown how to dip a strip of newspaper into the bowl, which was mixed with glue and water, and then wrap it around their balloons. The children who worked together were Elyas and Ihsaan, Galad and Leif and Lia and Eli shared a balloon.

They were very persistent in covering every bit of the balloon, **using their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking**. There was lots of discussion. For example, Leif talked about astronauts, rocket ships and aliens in space.



They learnt that once the newspaper dries, the balloon inside will deflate, and they will have a shape of a planet that they could then paint. Leo also wanted to join and helped Eli and Lia cover up their balloon. The children really enjoyed the slimy sensory texture of the mixed PVA and water, and making papier-mâché with children offered a variety of learning outcomes, such as encompassing creativity, fine motor skills, cognitive development, and social skills. Through this creative activity, they explored the planets in our solar system, their order from the sun, and their unique characteristics.



Summer

The children concentrated on a summer theme, participating in various activities such as exploring summer fruits, water and ice play, making ice lollies, role-playing at the beach, and completing summer craft activities. They enjoyed the lovely weather, having a picnic outside and engaging in lots of water play, including splashing their feet in the water. We have continued to support the children who are transitioning into school, Rainbow room children who are transitioning into Star room and for those who have taken part in the graduation ceremony, practising the ceremony and singing with the children to build on their confidence.



Exploring a watermelon

Communication and language – Speaking



Star room explored a watermelon, and the children who showed interest were Mikyle, Lia, Sophia, Ihsaan, Mia, Romy and Juliet. The practitioner showed the children a watermelon, which she had already cut in half and asked the children some questions relating to the watermelon. All the children were aware that a watermelon is a fruit, and she asked the children what season the watermelon grows in, and Mia replied, “In the summer”. They were asked what colour watermelons are, Mikyle replied, “green”, Ihsaan said, “red”, as he was referring to the inside of the watermelon. When asked what was inside the watermelon, Lia replied, “Seeds”, and Mikyle then said, “The seeds are black”. Juliet knew what shape they are, “circle”. She then pointed at the patterns on the watermelon, and the practitioner said, “It looks like stripes”. When the practitioner asked; “Is the watermelon big or small?” Romy replied, “big” and when asked ‘if the



watermelon is heavy or light?’ Ihsaan replied, “heavy”, [exploring differences in size, length, weight and capacity](#).

The practitioner placed the watermelon on a tray and gave the children a spoon to scoop the watermelon. This developed the children’s sensory exploration by exploring the watermelon’s texture using descriptive words such as smooth, soft and juicy, wet, and cold. This helps them to expand their vocabulary and practice verbal communication. The children smelt the watermelon and said, “it smelt nice”. The children started eating and tasting it. Romy said; “it tastes sweet”. Mia said, “she doesn’t like watermelon” but enjoyed scooping and exploring it.

The children waited patiently and took turns to pass the watermelon around and worked as a group to scoop. The children learned mathematical concepts talking about quantity, size of the watermelon, measurement and counting how many seeds. They enjoyed exploring the watermelon, enhancing their sensory exploration by touching, smelling, and tasting, developing fine motor skills through scooping and practicing language skills by describing the experience. Additionally, it helped to foster cognitive skills like problem-solving and classification, as well as social-emotional development through shared experiences and emotional expression.



Role-playing at the beach

EAD – Being imaginative and expressive

In line with the theme of summer, the children were roleplaying what they would do on a beach. We had various different resources such as stones, shells, poles of shelter, a volleyball, and we had tuff spots with water to represent the sea. Marley said ‘If this is the sea, we need to have

shells' and added the shells to the tuff spot, [beginning to use more complex sentences to link thoughts](#).

Maya, Juliet, Mia, Eli, Vanessa, Aymen, and Sophia participated in this activity. The practitioner asked open-ended questions such as What do you do on the beach. Juliet said she plays with sand, Mia said make sandcastles, Sophia said we eat ice cream, Leo said 'I swim into the water'. Siena said, "I collect shells". Maya was telling her peers how she had ice cream with her mummy, daddy and brother.

The children enhanced their gross motor skills by splashing water, stamping in the water, [using movement and sounds to express experiences, expertise, ideas and feelings](#). Sophia said, 'I'm getting wet' and Sienna reassured her saying, 'It's ok the sun will dry your clothes'. Furthermore, the children were asked how they protect their skin when it's sunny. Maya said 'suncream'. Vanessa said hat, Eli said sunglasses, as they were all [beginning to](#)



[understand why and how questions](#). We then played a short game of volleyball. There were two teams and the children were throwing and catching the ball from each end. The children were cheering for their teams and continuing to splash the water on each other to feel the cool sensation.



Wild animals

The children participated in a theme learning about wild animals as the children went on their summer trip to London Zoo. The children were excited to talk about what animals they saw at the zoo and which animal is their favourite. Learning about wild animals can lead to increased respect for nature, a better understanding of the environment. They develop empathy for animals and curiosity about the natural world. The children participated in activities making a Lion, a crocodile, a giraffe, a zebra and an elephant.



Painting a crocodile

Understanding the world



As part of the week's wild animal theme—following recent zoo visits—Solomon, Ilyas, Marley, Juliet, Maya, Siena, and Leo participated in a sensory-based painting activity using bitter gourd (karela), Lego pieces, cardboard tubes, and green paint. Painting with different materials helps children develop various skills, including fine motor skills, creativity, cognitive development, and sensory awareness. It also allows them to explore textures, express themselves, and build positive associations with unfamiliar objects like vegetables. On the table,

the practitioner set up visual prompts including an image of a crocodile. The children were asked open-ended questions to spark their thinking: "What colour is a crocodile?" Marley replied, "Green." "Where do crocodiles live?" Solomon said, "In the water." "Do crocodiles have sharp teeth?" Siena answered, "Crocodiles have very sharp teeth." "Are crocodiles big or small?" Solomon responded, "Big", [talking about some of the things they have observed such as animals, natural and found objects.](#)

The children were then invited to feel the crocodile image and the bitter gourd to explore texture. Marley described it as "rough," while Siena said it felt "scaly." Each child received a cardboard tube and Lego piece, and the practitioner demonstrated how to dip the Lego into the paint and print onto the tube. Using their fine motor skills, the children began their artwork. Leo chose a paintbrush instead of Lego to paint his crocodile, and Juliet dipped the Lego into the paint several times, carefully printing onto her tube. As she painted, she shared, "It's for my mummy." The practitioner asked, "What do you think is inside the bitter gourd if we cut it?" The children looked surprised, and when it was sliced open, Siena said, "seeds" and Solomon added, "They look like small teeth", [making observations of animals and plants and explain why some things occur, and talk about changes.](#) The practitioner explained how the bitter gourd's rough texture is like crocodile skin and the seeds resemble crocodile teeth. Leo smelled the bitter gourd and said, "I don't like it." Once their painting was complete, the children used their imagination by inserting half a bitter gourd into the hole of their cardboard tubes, extending their creative play.



Physical games

PD – Moving and handling



On the play roof in the afternoon, the children participated in a physical activity where they did different racing games and pretended to be different animals. The children who participated were, Maya, Marley, Elyas, Siena, Solomon, Lillian, Juliet, Leo, Alfie and Tai. First the children warmed up and were told to run to the practitioner from the other end and give her a hi five. The children were encouraged to line up and the practitioners showed the children where to start racing and where to finish. The children then participated in an animal walk, [choosing to move in](#)

[a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.](#) For example, the practitioner asked the children to jump like a kangaroo, which they all did. They were then told to do frog jumps, where the practitioner demonstrated hopping from a low, squatting position. Next, the children were shown a crab walk, walking on hands and feet, facing up, with the stomach off the ground. The children then did the penguin walk, waddling with feet pointed outwards, moving from side to side. Last was the snake slither, moving forward on the stomach, like a snake. The children enjoyed imitating different body movements and found it fun. Moving their bodies helps children gain **strength, coordination, balance, agility, endurance and flexibility** —all important skills for growing bodies. It also increases blood flow to the brain which improves concentration levels during learning tasks.



Visiting our local Residential home Add EYFS - PSED - Making relationships



Star Room children visited a local residential home for the second time. The children who attended were Romy, Maya, Sophia, Nell, Ihsaan, Aymen, Idris, Lia, and Mia. It was the first visit for Ihsaan, Lia, and Mia. On the way there, the practitioner asked the children, “Where are we going?” Sophia responded, “Carer’s home.” The practitioner then asked, “What are we going to do there?” and Idris replied, “Play games”, **understanding who, what, and where in simple questions**. When the children arrived, they were warmly welcomed by one of the residents, Patrick. He

guided them to a communal lounge in a large room with many chairs, tables, and sofas. The children followed Hafiza and sat on the large sofas, waiting patiently for the residents to join them. Seven residents came to spend time with the children: Mary, Rosemary, Bernardo, Fatima, Sulaiman, Steve, and Patrick.

As the children were seated, Patrick counted how many were sitting and showed the number nine with his fingers. He then asked the children if they knew the bear song, which involves counting. He began singing: “*There were five in the bed and the little bear said, 'Roll over, roll over,' so they all rolled over, and one fell out.*” Everyone joined in enthusiastically, **saying the numbers in order and counting on their fingers**.

Next, Hafiza introduced herself and the children to the residents by singing a hello song while everyone waved. Each child and resident were given a name sticker to help everyone get to know one another. After the introductions, everyone stood up and gathered around the coffee table to sing “*This is the way we lift our arms... stamp our feet... bend our knees... in the cold and frosty morning.*” The residents, children, and practitioners all **enjoyed joining in with moving, dancing and ring games**, doing the actions of lifting their arms, stamping their feet, bending their knees, and more—while singing along.

Everyone was then guided to the designated area where the games were set up. Four tables were prepared, each with a resident, three or four children, and a practitioner seated to play a game together. The games included a board game called Frustration, snap cards, puzzles (such as ‘Tell the Time’ and a pizza puzzle), colouring activities, and some play-dough. Everyone was engaged and enjoyed the calm, interactive games, connecting through conversation and



sharing lots of laughter. Towards the end of the session, each group received some playdough. The residents particularly enjoyed squeezing the dough, using shape cutters, and rolling it out with rollers. Several commented that they hadn't played with playdough in a long time. As a result, we gave the playdough to the residents to keep.



This was not only a thoughtful gesture but also beneficial, as using playdough can help strengthen hand muscles, improve hand-eye coordination, and provide a calming sensory experience that supports relaxation and helps manage stress and anxiety. At the end of the visit, everyone gathered around the cozy area near the sofas, where Hafiza read a story called Owl Babies, using an owl puppet. The children and residents enjoyed the story, and the puppet was passed around so each child could hold it while listening. We finished the visit with a goodbye song and donated some food to the residents. Our cook, Zarina, kindly prepared a warm meal for them, which was greatly appreciated.

We would like to thank everybody for donating food for the residents. The visit was greatly appreciated.



Summer Holiday

Last day Wed 13th August 2025 Nursery closes at 4 pm -

Re-open Tues 2nd September 2025 –

Mon 25th August – Bank
Holiday

Mon 1st September - Inset
day

Winter Holiday

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

Thurs 25th Dec – Public
Holiday

Fri 26th Dec - Public
Holiday

Thurs 1st Jan – Public
Holiday

Monday 5th Jan – Inset
day

Comments/ Suggestions

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

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

Review us

We would like to take this opportunity to thank you for choosing Rooftop Nursery as your childcare provider, we hope it has been a pleasant experience for you and your child.

We would greatly appreciate it if you could kindly, please take a moment to review our nursery so that we are able to promote our services to other parents



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