



A very Happy Birthday to Ibraheem, Mae, Paloma and Zenaiaya

# Celebrating Carers Day at Rooftop Nursery

## Male Carers Day Event

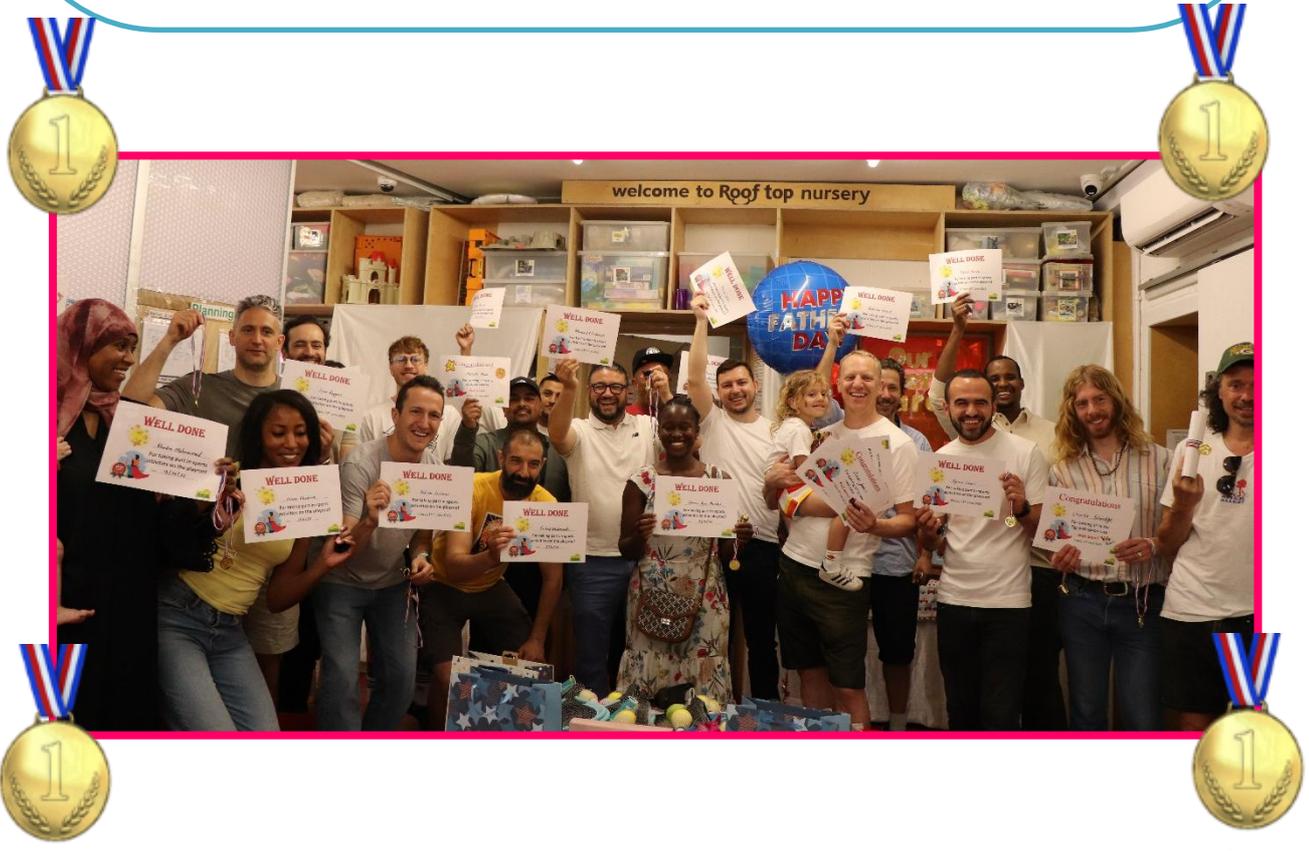
It was a joy to open our doors on Friday 13<sup>th</sup> June to all our amazing parents/carers. Thank you to all parents and carers who attended and made the day special. We hope you all enjoyed meeting the other parents, meeting the staff, the tasty food and the presents. As part of this special day, there were plenty of activities such as decorating plant pots, making fruit salad, making lava lamps, decorating t shirts and many more. The parents enjoyed activities on the roof and receiving the certificates and trophies. Also, a big thank you to our cooks who made delicious food for all the parents and staff and thank you to all parents who filled out our feedback sheets on the day and gave great feedback. We hope all the parents who attended on the day liked the gift they each received from our lovely manager Hafiza.

### Here are a few parent comments from the event:

It was fun, amazing loved the playroom activities with the parents” – Anonymous

“Welcome and privilege to be invited” – Steven Neville

“Very Good Parents were Lovely – Everyone was bubbly”







# And The Winner is





# JUST A LITTLE *Reminder*



## 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 14<sup>th</sup> July 2025**, which the parents of leavers will also be invited to attend. The ceremony will begin with a speech by Hafiza at 1.15 pm and finish at 1.45 pm. The parents of those that are leaving will be invited to attend this ceremony. We will inform parents of further details soon.

The children are excited about graduation; they have already started making their graduation hats and have been practicing the graduation song. We will be providing a copy of the graduation song to Rainbow room parents, so please support the children to practice the song at home too! After the ceremony, the children will celebrate by having a group and individual photo shoot and a party.

*We are looking for a volunteer to bake a graduation cake for this special*



## Photo shoot on; **Tuesday 1st July 2025 at 9 am.**

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 18th July 2025.**



## Parent Notices

- Please call the office by 9.30 am to inform us of any absences or late arrivals.
- No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- Please return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, hats.
- Please store buggies in an orderly fashion; do not obstruct the pathways. Please support us by **folding your buggies.**
- Please ensure your child does not bring toys to nursery, we will not be responsible for any toys that are lost
- Please ensure your child does not bring coins/money into nursery in their pockets.
- Please provide extra clothes and nappies for your child's sessions throughout the week
- Please ensure you apply sun cream to your child before coming to nursery during the warm weather.
- Please ensure you collect your child on time to avoid our late payment fine.
- **Parent e-mails:** We send out e-mails regularly to parents to notify every one 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.

### Henry: Healthy Start, Brighter Future

If you're a parent or carer of young children, Henry can offer free support provided by a friendly and trained HENRY practitioner either online or by telephone. Opportunities include:

Online parent support groups run by a HENRY facilitator – a chance to share experiences with a small group of other parents, find ways of reducing stress and gain new ideas to manage daily family life and get your little ones off to a great start.

Sessions on specific topics such as introducing your baby to solids or tackling fussy eating – provided on the phone or via video calls.

Having a HENRY Buddy - someone who will keep in regular contact with you, providing practical and emotional support to help you through the challenges of family life.

To find out more or to take part please fill in the online form or alternatively, ring on 01865 302973 <https://henry.org.uk/freesupport>

## Star Room

### Healthy living

The children participated in a theme about healthy living, following from the healthy eating theme from the previous week. We made learning about healthy living fun and engaging, encouraging physical activity, promoting healthy eating habits, and fostering good hygiene practices.

#### Observing our bodies through exercise

##### Physical development – Health and self-care

Learning intention: To be able to learn new positions to foster a healthy physique.

The children participated in different body movements to observe the impact on their bodies. This was carried out outdoors and the children who showed interest were Ihsaan, Mikyle, Marley, Teddy, Maya, Siena and Nell. They did some stretches to warm up their bodies and imitated movements that the practitioner demonstrated. After doing some stretches, they jogged on the spot and then felt their heartbeat. They placed their hand on their chest and said that their hearts were beating

really fast, **observing and describing in words or actions the effects of physical activity on their bodies**. Teaching children about exercise should lead to them understanding its benefits for both physical and mental health. This includes developing a greater awareness of how exercise impacts their bodies, increasing their motivation to be active, and understanding how to engage in various exercises safely and effectively. Towards the end, the children sat down in a circle and practiced their breathing. The practitioner spoke to the children about their lungs and oxygen levels. The practitioner asked the children to take a deep breath and then count how long they can



hold their breath by using their fingers to count in silence. Most children were able to hold it for ten seconds, and the practitioner explained to the children that if their lungs are healthy, they can hold their breath for longer. During this challenge, the children were able to **observe and control their breath, able to take deep breaths, scrunching and releasing their breath**.



## Theme: Eid

The children participated in Eid activities, learning about Eid, which fosters cultural understanding, religious awareness, and social-emotional development. Children learn about different beliefs and practices, appreciate diversity, and develop empathy for others.



### Making craft sheep and learning about edible and non-edible animals

#### Communication and language/Understanding the world

Star room engaged in sheep crafting. They were shown different animals to identify. They first learned about sheep. Mikyle said that the hair on the sheep looked like “fluff”, Marley mentioned that the sheep “lives in the field”. The practitioner then asked if we could eat sheep or not. Everyone replied, “yes” and the practitioner then asked what the meat of a sheep is called, at this point, Teddy heard the question whilst he was in the mark making areas, he came towards the activity table and said, “lamb”. In this way, the children were [commenting about aspects of their familiar world, such as animals and the natural world](#). The practitioner praised Teddy and showed the children other farm animals, such as a cow and a pig and told the children that the meat of a cow and a pig is called beef and pork. When the practitioner asked the children if they could eat them, all the children replied, “Yes”. They were then shown a tiger and asked if they could eat a tiger. The children replied “yes”, and the practitioner mentioned that we can’t eat wild animals. Juliet asked why, and the practitioner



explained that wild animals eat other animals, so we can’t eat them, and farm animals mainly eat grass which is clean that’s why it’s safe to eat. Siena heard this and came towards the activity table and then said, “We can still eat wild pigs”. Mikyle mentioned that tigers eat zebras, and East pointed at the camel and said, “What about this one?”. The practitioner mentioned that you can eat camel, which is mainly eaten in the Middle and Northeast Africa, in countries like Saudi Arabia, Somalia and Sudan.

The children really enjoyed this activity and were highly intrigued by the topic and kept asking the practitioner more questions, and which animals were edible and non-edible.

They then crafted a sheep using paper plates, glue and some cotton wool. The children spread their glue using their sticks and then shredded their cotton wool before sticking it onto their paper plates and

Marley wrote her own name on her paper plate! This activity was a fun way to learn about which animals are safe to eat by developing a broader understanding of animal diets and food sources.

## Healthy eating

As part of the human body topic that the children participated in, this was then extended to 'Healthy Eating'. The main purpose was for the children to learn about the importance of eating healthy and to encourage the children in trying new foods and vegetables. They made their own vegetable soup, categorised healthy and non-healthy foods and explored food play.



### Making vegetable soup

#### Physical development – Health and self-care

The children made vegetable soup. They washed their hands and sat around the table with chopping boards, child-friendly knives and a bowl. The children were also introduced to some vegetables such as onions, a carrot, a potato and some lentils. The practitioner showed the children vegetables and asked where each vegetable grows. Maya said, "Carrots grow in the ground". Teddy said, "Potatoes grow in the ground as well, under the soil". The practitioner explained to the children that carrots are very good for the eyes. They were shown onions, and Maya said, "I don't like onions". The practitioner explained that onions are good for us as they contain antioxidants which help fight diseases. Teddy asked, "What does that mean?" The practitioner explained, "It fights any illness in your body and makes you better".



Then they were shown a packet of lentils that would be added to the soup. Juliet asked, "Why?" so the practitioner explained that lentils are legumes which are high in protein.

Before the children started cutting their vegetables for their soup, the practitioner peeled the carrot and the potato skin and [talked about the safety of using sharp tools](#) with children. The children cut up the carrots and potatoes into small pieces and added them to the bowl.

The practitioner then peeled the onions, They were encouraged to smell the onions. Sienna said, "It smells strong". Juliet said, "I don't like the smell". The practitioner explained that onions make your eyes watery; however, she demonstrated a trick to the children so their eyes don't sting. She cut a lemon in half and before chopping the onions, she rubbed the lemon juice onto the children's chopping boards and explained that this would help our eyes not to sting whilst chopping the onions! Everything was chopped and placed in the bowl, which was then later cooked, blended, and the children ate it for their afternoon snacks.

## Healthy food - Communication and language – Understanding



The children participated in an activity categorising healthy and non-healthy food. This is a great way to teach children the importance of healthy foods, including a variety of fruits and vegetables. The practitioner placed some pretend food from the children's home corner area alongside with some real vegetables into a basket. The children gathered around the practitioner and this consisted of Teddy, Juliet, Marley, Maya, Elyas and Siena. The practitioner placed a large paper on the table with two faces of a sad and a happy face. The children were shown different foods such as carrots, onions, bread, lettuce, broccoli, potatoes, donut, burger, and pizza and many more. The

children were able to **develop understanding of simple concepts such as good and bad**. When the practitioner held the pizza in front of the children for them to decide if it was healthy or unhealthy Teddy had said it was unhealthy because of the cheese, the practitioner explained that some cheese is good for you especially for your bone development as it contains calcium however not too much. The practitioner asked, 'who likes pizza?' all the children replied, "I do". The practitioner then held a pear and asked them if it was healthy or not Maya then replied, "it's healthy because it's a fruit". The practitioner reminded the children of the five a day rule to eat five fruits and vegetables a day to keep healthy however, not too many fruits as it contains natural sugar. Juliet asked; why? The practitioner explained that even though some things are healthy, we shouldn't eat too much of it. Juliet then said, "because we will get sick". Marley was shown a donut and was asked if it was healthy, she replied "no, because it has a lot of



sugar". The children then placed them in the right place. The children were able to talk about their likes and dislikes and the practitioner explained to the children that eating a healthy and nutritious diet can enhance cognitive skills like concentration and memory. There were also told that children need fruits and vegetables daily for healthy growth and brain development.



## Transport

### Theme: Transport

Star room children participated in a theme of transport as the children showed high interest in talking about different transport they took when going on a holiday such as trains and airplanes. The children showed interest in playing with train tracks and trains during free play and also talked about railways and points. The children also participated in our carer's day event with their parents



where they participated in different craft activities and obstacle course and races with their carer's.

## Painting using cars

### Expressive arts and design – Creating with materials

The children participated in forming marks, patterns and shapes on paper using cars and paint. The children had a choice to either paint with the paint brushes or paint with the cars. The children dipped their cars into paint and drove their cars around the paper to form marks, as the cars all had different patterned wheels.

Teddy, Marley, Mikyle, Ihsaan, Siena, Leo, and Nell participated. They took turns to share the paint brushes and cars while the practitioner was singing different songs, such as *The Wheels on the bus and A, B, C*. They also used their early writing skills to attempt to write alphabets, most were interested in writing their first initial. Marley said, "I'm writing my name with the car" and attempted to write 'M'. Nell saw her peer and started imitating her peers' actions and added "I'm doing 'N' for my name", **giving meanings to their marks as they make as they draw, write and paint.**

Sienna showed specific interest in drawing circles, and she said, 'these are my car wheels'. Leo enjoyed the sensory feeling of the paint, getting some on his hands and adding it to the car. He used key words like 'going fast' and 'high speed' and making car sounds. The practitioner talked about the different types of transport and immediately the children shared their own experiences. Marley said, 'I went on an aeroplane to Lanzarote'. Nell said, 'I went on a train to Ikea'. Ihsaan added "I have scooter" which he uses to come to nursery with. Sienna said, "I sit with my brother on the bike". Mikyle was listening to his peers while continuing to paint. They engaged in lively discussion and listened to each other attentively.



## Box of feelings

### Personal, social and emotional development – Understanding emotions

The children participated in a small group of 'Box of Feelings'. From September, some children from Rainbow room will be transitioning into Star room so some of them joined Star room's 'Box of Feelings' session to ease their transition. The children who showed interest were Galad, Eli, Ihsaan, Iris, Lillian and Amaru. The practitioner showed the children different emotion cards. She asked them how the boy with the sad face was feeling. Ihsaan replied, "he is sad, not happy". The practitioner asked Ihsaan if he knew why he was sad. Ihsaan replied, "he is missing his mum". The practitioner then asked Ihsaan how he was feeling. Ihsaan replied, "I am happy because mummy and daddy are coming".



When the practitioner showed the children the picture of the happy boy, the practitioner asked them why the boy was jumping up Iris replied, “he is happy because he saw his mummy”. The children are able to **think about their feelings as their brain starts to develop the connections that help them manage their emotions**. Most of the children indicated that they mainly feel sad when they are missing their parents.

The practitioner asked the children if any of them were feeling angry today, and they all shook their heads, saying “no”. Then the practitioner showed them the picture of an angry boy and asked them why he was angry. Galad replied, “Because he is hungry, I hungry, I get angry”. The practitioner then asked them what we could do to make an angry person happy. Eli replied, “I like to go to the park when I angry”. Naming feelings in this way helps children identify and understand their own emotional experiences, express emotions, build empathy and enable children to understand and connect with the emotions of others.



## School transition

The children participated in a school theme, as some children will be transitioning to school. The children co-operated in school-related activities, and the home corner was set up with school uniforms for the children to try on freely and transition books with different school pictures for the children to explore. The children have also started practising a song that they will be singing at their graduation ceremony.

**Drawing school uniforms Personal, social and emotional development – Sense of self**

## Our School Uniform



The children participated in an activity drawing themselves wearing school uniforms. The children participated in two groups, and the first consisted of East, Teddy, Siena, Marley and Juliet. The second group consisted of Ayman, Ihsaan and Maya. The practitioner showed the children different uniform jumpers with the school logos on them. The children talked about the schools they would be going to and the colour of their uniforms. Teddy said he was going to ‘William Pattern’ and said his school uniform is black. He drew himself wearing a school uniform in yellow pencil colour and used black to colour in his trousers. Siena mentioned she will be going to ‘Rushmore’ and that her school uniform colour is yellow. She drew herself more than once on her paper. The children showed **awareness of the similarities and differences between themselves and others in more detailed ways and identified themselves into social groups and to their peers**. Marley mentioned she will be going to ‘Princess May’, and her

uniform is green. Juliet asked the practitioner 'What school would she be going to?' and the practitioner replied, "Shackle well". Juliet mentioned she wanted to draw Rainbow colour uniform. East mentioned he wasn't sure but said his school uniform was purple and black. Maya said she will be going to Jubilee, but wasn't sure what colour her school uniform will be. Shanaz told Maya that her uniform will be green, as her children also used to go to Jubilee. The practitioner supported Ayman and Ihsaan. The practitioner mentioned to Ayman that he will be going to 'Olive school', and his school uniform will be purple. The practitioner then told Ihsaan that he will be going to 'Nightingale', and his school uniform colour is green. The practitioner showed Ihsaan a jumper from Nightingale Primary school and showed the children some transition books that were made with different school pictures, talking about classrooms, new friends and teachers.



### Mathematics – Counting



The children participated in a counting activity with support and guidance from a practitioner. The practitioner placed some number cards, cubes and linking elephants in the middle of the table. The linking elephants and cubes were to

support the children with counting and to find the total number. The children who participated were Juliet, Marley, Sophia, Teddy, Mia and Leif. The practitioner went around and asked each child to say the number they saw on a card, which the practitioner selected randomly. The practitioner supported the children by counting the images on the card if they were not able to recognise the numeral. The practitioner asked the children to pick out the quantity of linking elephants or cubes that were on their card. For example, Mia was given a card with the number three on it, and she was then asked to pick out three cubes from the



bowl. Sophia was given the card with the number two; she picked out two linking elephants from the bowl. The children were able to recognise numerals 0 to 10 and that each counting number is one more than the one before. As all children were able to do this successfully, the practitioner made the activity more challenging for some of the children and introduced addition. The practitioner explained and demonstrated to the children the meaning, as she also wrote it down in a notebook and showed the children. 'You use addition to **find the total amount** when you have two or more numbers. You use the addition symbol (+) to add numbers together and then the equals symbol (=) to give you the answer. The children started to show curiosity. Juliet was given two number

cards, two and three. The practitioner asked her to take two and then three linking elephants, which she did. The practitioner then asked her to count them all together as she answered five. The practitioner then praised her and said, "Well done, two plus three equals five". The children were able to [understand the use of numbers to solve practical problems in meaningful activities and to link numerals with amounts](#). Marley was given two plus four, and she counted her linking elephants and replied, "six". Teddy was given 'three plus two' and used the counting cubes and replied, "five". Leif said he wanted to try a high number and chose his number cards himself. He placed the cards containing nine, three, four and ten. He then used the cubes and placed the amount in front of the number cards. He counted them all and said, the whole sentence, "nine add three, add four, add ten equals twenty-six". Marley did another one, 'three plus four', she counted her linking elephants and said, "seven". The practitioner praised all the children and will continue to support the children in simple math activities until the end of the term.



## Rainbow Room

### Oral health

#### PD/ Health and Self care- Brushing teeth

Alfie, Iris, Amaru, Noah, Salma, Matteo, Galad, Jasper and Ibraheem practiced brushing their teeth as part of their activity. The children were guided to the bathroom with clean brushes and some toothpaste on the brushes. As the children have already been practicing brushing their teeth on the teeth models and at home, they were excited to have a go here. Ibraheem said, "I brush teeth". Galad was eager to get the toothpaste and brush. Iris said, "I have my own brush and toothpaste in the box". The children used their dominant hands to brush their teeth. Looking at themselves in the mirror, they brushed in circular motions, [showing increasing control in holding, using and manipulating the brushes](#).



During toothbrushing, Alfie noticed the toothpaste's texture was unusual and was initially unsure, but he did try. Tai was reluctant to participate, suggesting we need to offer further encouragement. Amaru eagerly brushed her teeth, delighting in her reflection and rinsing thoroughly. Noah watched others before copying their actions, demonstrating his understanding. Galad playfully covered his face with toothpaste, prompting the practitioner to assist him in washing and attempting the task again. Matteo brushed confidently until he became sidetracked by the sink and began washing his hands with the brush. The children [developed some independence in self-care and showed an awareness of routines such as handwashing or teeth cleaning, but still often needed adult support](#).

## Healthy Eating

### EAD/ Creating with Materials- Cucumber and orange water play

Amaru, Lillian, Sophia, Iris, Noah, and Tai took part in an orange and cucumber water play activity. Thin slices of cucumber and orange were laid out in a tuff tray filled with water. At first, the children were curious about the setup. Lillian asked, “Laiqa, why are you putting water?” The practitioner responded, “So you can squeeze the orange and cucumber and make juice. They all gathered at the table with excitement and started exploring, [willing to try a range of different textures and tastes and express a preference.](#)



Amaru and Iris brought the cucumber close to their noses and smelled it, saying, “Hmm, this smells like orange,” as the citrus scent from the orange had transferred to the cucumber and water. Noah collected the orange and cucumber slices, squeezing them between his palms. Iris stacked cucumber slices on top of each other, creating a tower. Tai had a fire engine truck beside him and said, “I’m taking all the oranges in my fire engine,” pretending to scoop the oranges out, using his imagination and creative thinking. Sophia particularly enjoyed getting her hands wet and rubbing them with the bits that had come off the orange and cucumber. Amaru was focused on poking a hole into a cucumber slice and said, “Look, this is my ring now”, [engaging in imaginative play based on own ideas or first-hand or peer experiences.](#) The practitioner engaged the children by asking open-ended questions like, “Who likes cucumber and orange?” to which they all enthusiastically shouted, “Me!” The practitioner also began to explain the benefits of these fruits and vegetables such as cucumbers helping with hydration and oranges being good for our skin. [They all played alongside each other, engaging imaginatively.](#)



## Road safety



Rainbow Room had a theme on Road Safety. The children participated in a variety of activities, including creating collage traffic lights, sensory bin play, handprint stop signs, and making lollipop sticks and a road safety game. This was in addition to a music and dance session, a “What’s in the Bag?” session and interventions such as turn-taking games and using a calming basket to help them understand and manage their emotions. Through these experiences, the children expressed their creativity, developed fine and gross motor skills, managed their emotions, strengthened social interactions, and explored sensory and road safety themes. Additionally, as part of the Eid celebrations, the children also made Eid cards.

## Making Fruit Salad **Personal, Social and Emotional Development: Sense of self**

### **Physical Development: Health and self-care**



The practitioner explained the importance of healthy eating and demonstrated how to use a knife safely to avoid cutting oneself or hurting others. The children were asked, “Are we allowed to play with knives around the room?” All replied, “No.” They were shown how to use the chopping board properly and how to place the fruit before cutting. All the children enjoyed cutting their fruit, using their dominant hand to hold the knife and applying fine motor skills to keep the fruit steady.

Jasper cut strawberries by holding them in his hand and cutting them directly. The practitioner demonstrated to Jasper how to place the fruit on the chopping board and cut it safely. As the children discussed which fruits they liked and made independent choices about what to include

in their fruit salad, they **showed a sense of autonomy through asserting their ideas and preferences and making choices and decisions.**

During the activity, the children also explored different textures and tastes of the fruits they handled and noticed how they felt when cut or mixed. They **described a range of different food textures and tastes.** When it was time to cut the kiwi, the children were asked if Jasper was allowed to have a slice of kiwi. Jasper and his peers replied, “No.” The children were then asked which fruit they liked. Amaru replied, “Strawberries,” Tai said, “Banana,” and Lillian and Sophia said, “Kiwi, banana, and strawberries.” Through this activity, the children learned about healthy eating habits, the safe use of kitchen tools like knives, and developed their fine motor skills by cutting fruit. They also practiced following instructions and confidently expressed their preferences.



## College Traffic Light **Literacy: Writing Understanding the world: The world**



The children took part in a road safety activity focusing on traffic lights. Those involved were Jasper, Galad, Sophia, Tai, Paloma, and Rafael. They were provided with a roadmap, three different-coloured tissue papers (red, yellow, and green), glue spreaders, glue, and circle-shaped traffic lights to decorate using the tissue paper.

First, the practitioner asked the children what the different coloured signs meant. Sophia said, “The green colour is for you to go,” and Jasper added that the red light means “stop.” The practitioner then role-played with a toy car



on the road map and held up stop and go signs. The practitioner also explained important road safety rules, such as looking left and right before crossing the road, not crossing without a parent, and walking on the pavement.

Afterwards, the children began creating their traffic lights by sticking the different coloured tissue papers onto the circles. Rafael picked up the glue spreader with his left hand and started spreading glue onto his traffic light. As they worked creatively and made choices about where to place the colours, the children showed increasing pride and ownership in their work, **knowing that the marks they made are of value**. The children also engaged in meaningful discussion, asking and answering questions about what colours meant and how traffic lights work, showing curiosity about their environment and daily experiences. The children were commenting and asking questions about aspects of their familiar world, **such as the place where they live or the natural world**. Through hands-on activities and discussion, the children learned the meanings of traffic light colours and essential road safety rules.



### Handprint Stop Sign **Expressive arts and design**: Being imaginative and expressive

#### **Communication and Language**: Speaking



The children are learning about road safety and traffic lights, which helps them follow instructions, connect colours with action, and build listening and attention skills. Sophia, Iris, Amaru, Tai, Alfie, Ibraheem, Paloma, and Jasper all participated in a road safety activity. Before creating their handprint stop signs, the practitioner asked open-ended questions to encourage discussion. When asked, “When can you cross the road?” Iris said, “I went to the park, and my mummy was holding my hand.” She also shared, “You must wait for the green man. I crossed when the green man was there.”

Jasper held a stop-and-go sign while the practitioner explained its meaning and demonstrated how it works.

The children were fully engaged in imaginative play. The children **use everyday materials to explore, understand and represent their world, their ideas, interests and fascinations**.



Following this, they were invited to wear aprons and take part in the handprint activity. Tai used his dominant hand to paint his palm and said, "It feels soft," clearly enjoying the sensory experience. The children use language to share feelings, experiences and thoughts. Sophia said, "I cross with my daddy when the green man is there." When the practitioner asked, "Do you cross when the red man is there?" Paloma, Sophia, Iris, and Amaru all responded, "No, you wait for the green man." As Iris painted her palm, she commented, "It 'feel's cold, I like it." Jasper, after painting his hand, chose to paint a paper plate with a brush instead. All the children were enthusiastic and fully engaged throughout the session. They learned how to identify safe crossing signals, respond appropriately to traffic instructions such as "stop" and "go," and express their ideas through sensory and creative activities.



### Making Lollipop Sticks Traffic lights **Communication and Language: Speaking**

#### **Expressive arts and design: Being imaginative & expressive**

Rainbow Room children took part in a messy painting activity. They were provided with white paper, and red and black paint. The children who participated in this activity were Jasper, Amaru, Matteo, and Paloma. The activity began with an explanation of what they were going to do and an introduction to road safety. Jasper confidently said, "Green light means go, and red light means stop", showing he is using longer sentences.

They also used available resources to create props or made imaginary ones to support their play. Amaru



picked up a paintbrush with her right hand and said, "I'm painting traffic lights." Galad made circular patterns on his paper with the paintbrush.

Once he finished, he said, "All done," and placed his work on the drying rack. Paloma enjoyed mixing the red and black paint together. Sophia joined the conversation and added, "The yellow light means slow down." Through this activity, the children learned about road safety and the meaning of traffic light colours while developing their fine motor skills, creativity, and ability to follow instructions.



## Carer's Week



For Carer's Week, the children participated in a variety of activities, including Write Dance, making handprint cards, decorating ties, creating trophies, "Super Dad" lollipop sticks, cardboard flowers, and more. They also practiced yoga and engaged 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, built fine and gross motor skills, and explored their emotions. They also learned about the importance of carers, how to show appreciation, and strengthened their social interactions and understanding of loving, caring relationships.

### Handprint cards **Literacy: Reading** **Physical Development: Moving and handling**

Jasper, Sophia, and Paloma made handprint cards for their carers. The practitioner provided a variety of coloured papers and blue paint for the cards. Before starting, the group looked through a book about loving and appreciating their daddy and **listened to and joined in when reading in a small group**. Jasper said, "Daddy is my best friend," and Sophia added, "Daddy and Mummy are my best friends." Paloma, listening to them, said, "And me." The children were then supported in putting paint on their hands to make prints on the cards. Jasper was specific and asked for one handprint on the outside of the card and one on the inside, while Paloma and Sophia chose to make two handprints on the front page. Through this activity, the children learned to show love and care for their families. They shared kind words, listened to each other, and talked about who is special to them. They used their hands to make prints, which helped develop their fine motor skills and hand-eye coordination. They **also held mark-making tools with their thumb and all fingers**. They followed simple steps, made their own choices, and worked together, helping them feel proud and part of a group.



## Making a Trophy **Understanding the world: People and communities**

The children took part in a trophy-making activity to celebrate Carer's Day. The practitioner showed them an image of a trophy, and Galad loudly said, "Naila cup!" They were given materials such as paper plates, glue, brushes, and red and green glitter. The practitioner explained that they would be making trophies for someone special in their lives. Lillian, Galad, Iris, Jasper, Amaru, Paloma, Tai, and Salma participated. When asked, "Who would you like to make a trophy for?" Galad replied, "For Daddy and everyone." Lillian said, "For Daddy and baby." Paloma said, "For mummy." Sophia and Amaru both said, "For Mummy," while Tai said, "For brother." The children **demonstrated a sense of their own immediate family and relations** as they talked about who the trophies were for.



Salma held the paintbrush in her right hand, took glue from the pot, and spread it across her paper plate in horizontal strokes. Lillian enjoyed swirling the paintbrush in circular motions as she spread glue and then independently picked up the glitter bottle to sprinkle it carefully. Iris and Paloma used their pincer grip to add glitter to their trophies. The **children showed a sense of autonomy through asserting their ideas and preferences and making choices and decisions** as they decorated their trophies independently. When finished, they placed them on the drying rack to dry, showing independence. Through this activity, the children learned to express appreciation for their loved ones by crafting personalised trophies. They practised fine motor skills, followed instructions, made their own choices, and worked independently, building self-assurance in their achievements.



## Sunshine Room

**Welcome Rumi to Sunshine room!**

**Goodbye to Syra who has sadly left wish her all the best**

**Happy 1st Birthday to Noa!**

### Mini beasts

Focusing on our garden theme, Sunshine Room children explored a variety of mini beasts. They observed bees, ants, spiders, caterpillars, and more. Through sensory exploration, the children interacted with insects in soil, jelly, and foam. They also expressed their creativity through detailed arts and crafts, making representations of bees, ladybugs, and ants.

## Bumblebee craft – Physical development/moving and handling



Sunshine room participated in an arts and craft activity replicating a bumblebee using paper plates, yellow paint, black colour tissue paper, and googly eyes. Esme, Mae, Corto, Sylvie, Syra, Zachariah, Sa'ad and Salah participated in the activity. Esme used both of her hands to hold two different materials, her right hand holding on to a paintbrush and her left hand holding on to the pot of paint to paint her paper

plate yellow. She moved her wrist in a swirly motion as she painted and said "swirly swirl", [making connections between the movement and the marks she made](#). Esme then took two strips of the tissue paper and placed them on her painting and said "bumble bee".



Mae and Sylvie made marks using a paintbrush and covered the paper plate with yellow paint, they also liked placing the googly eyes on. Corto liked pulling the black strips off the plates. Sa'ad, Zachariah and Salah enjoyed the [sensory experience of making marks with paint](#) as they scooped lots of paint and then placed their hands on the painting. They identified the black stripes on the bee and said "buzzy buzzy bee".

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## Spider Web foam play – Cl/speaking and UW/the world

Sunshine room children explored with foam, spiders and other insects and black paint in the outdoor area. Sa'ad, Salah, Esme, Syra, Zachariah, Mae, Corto and Sylvie were all excited to take turns touching and exploring the foam and the spiders. The children were able to use their fine motor skills to squeeze the foam and rub it in both hands.

Esme, Sa'ad, Salah, Zachariah and Mae were able to use their words and said "white foam" while exploring, [putting two words together](#). Esme said "wow" while throwing the foam up in the air. Syra was happy spreading the foam on her arms, pretending that she was spreading cream. Zachariah said, "washing hair", [using everyday words](#). Sa'ad and Salah were also happy spreading the foam in their hands and showing it to the practitioner and said "oh no!" Corto was excited to put the foam on his tummy while Sylvie was more interested in playing with



the spiders and insects. The children enjoyed playing and exploring this activity, as they were [curious and interested to explore new and familiar experiences](#) with others. This activity supported the children with their language skills, turn-taking skills and social skills.



## Jelly play with insects – EAD/creating with materials

While the practitioner was preparing the jelly activity, Mae, Esme, Sylvie, and Syra were observing, and as the tray was ready, they eagerly stood by the tray and the practitioner gave them each a pair of tweezers to hold. Once they had their aprons on, they were tapping the water tray lid with the tweezers, awaiting to open. Esme said with excitement, “Wow! Jelly!” and put her left hand in to feel the jelly. She took a small metal bowl and held it with her right hand, scooping some jelly and dropping it down a few times until she found a spoon and used it to scoop jelly in and out of the mini bowl, **exploring and experimenting with an increasing range of media and movement through multi-sensory exploration and expression.**



Sylvie used her right index finger to slowly touch the jelly, and then she swirled her finger in a circular motion, **willing to have a go.** Rumi was **finding out and exploring,** with the support of her key person close by, she participated by watching her peers play with the jelly, then the practitioner scooped some jelly into a cup for her and guided her right hand to slightly touch the jelly with her fingertips, **showing curiosity** she continued watching her practitioner picking the butterfly up with the tweezers and looked at it closely, Rumi was able to hold a cup in each hand and pour



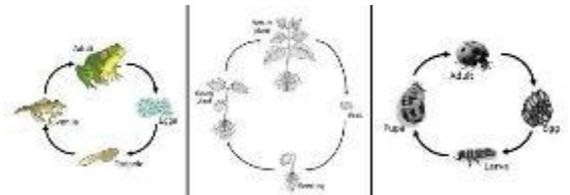
the jelly from one to another. Corto eventually showed interest and enjoyed squishing the jelly in his hands.



## Oral Health

### Life cycle of a frog and a butterfly

Sunshine Room explored the life cycles of butterflies and frogs, learning how both transform through distinct stages.



Before engaging in activities, we talked about each process. For butterflies, the journey from egg to caterpillar, cocoon, and finally, a beautiful butterfly was illustrated. Activities included finger painting, exploring sensory bins that represented each stage, and various artwork projects.

The frog's cycle was similarly investigated, from eggs to tadpole, froglet, and adult frog. This learning involved sensory play using chia seeds to simulate a pond, as well as frog paintings and lily pad crafts. These experiences aimed to introduce the children to the wonders of the natural world.

## Finger painting a butterfly CI - Speaking

Once everyone was seated and ready, they started the activity with three colours of paint and a butterfly template. Sylvie, Corto, Syra, Sa'ad, Mae and Salah participated in the activity. The practitioner modelled how to dip their finger into the paint and make a fingerprint on the butterfly template, making a pattern, then she folded the paper in half to reveal a beautiful symmetrical pattern. Sylvie was observing for some time, and with a bit of encouragement, she had a go then she continued with her right index finger and swiftly moved it around to feel the paint and tap it against her paper to make dotted marks around her butterfly, **watching, following and imitating each other in their play.**



Sa'ad and Salah took the plate of paint in front of them and felt the paint by dipping their entire palm and mixing it around, then showed the practitioner their hands and said, "wash hands", **beginning to put two words together.** Syra and Mae confidently used their index finger in the paint, then printed onto their template, saying "dot dot dot" or "yellow spots, blue spots".

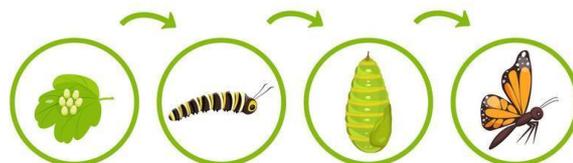


## Butterfly life cycle sensory bin – UTW The world

Sunshine room children had lots of fun exploring with a life cycle sensory bin. The practitioner used different resources to represent the butterfly life cycle with four different sections showing what happens in all four stages.

Sa'ad, Esme, Salah, Mae, Corto, Sylvie, Syra and Zachariah enthusiastically delved into the sensory bin, displaying **curiosity and interest in exploring new and familiar experiences in nature.**

In the first section, the children observed where butterflies lay eggs, typically on leaves that caterpillars will consume. Then in section 2, they explored the "larva" or "caterpillar" phase, represented by "pipe cleaners". In section 3, they discovered how caterpillars protect themselves with leaves, aiding their growth and in the last section, the children were able to see the butterfly emerge, ready to mate and lay eggs, continuing the cycle.





The sensory bin aided imaginative play and their understanding of the butterfly life cycle. A short video further enhanced their comprehension, captivating their attention. Zachariah, Esme, Mae, Sa'ad, and Salah exclaimed "wow, little butterfly, and big butterfly," demonstrating they **can talk about some of the things they have observed**. The children were able to use their fine motor skills to explore and touch the plants.

This activity supported their understanding of the butterfly life cycle, and enabling them to identify butterflies in parks and during their trips to nursery.

### Making a lily pad – EAD Creating with materials

The children were shown a picture of what a lily pad looks like and the practitioner talked about how lily pads are a resting place for frogs that float on top of the ponds. Corto was fascinated with the lily pad on the iPad, he pointed at the picture using his right-hand index finger and babbled and got his peers' attention by looking at them like he was talking about the lily pads on the screen.

Sylvie made circular brush marks then midway through the activity she had two paint brushes in both hands; right hand going up and down making dots whilst making swirly marks with her left hand!



While painting, the practitioner prompted the children to say "green." Sylvie responded with "colour," **using a single word**. Corto was immediately engaged upon seeing the paint, reaching for it excitedly. To keep him occupied while waiting, the practitioner gave him a paintbrush. Corto created a rhythmic tune by tapping the brush on the table, **creating sounds by rubbing, shaking, tapping, striking or blowing**. When it was his turn to paint, he initially tapped the paintbrush on his paper. However, halfway through, he started using his hands, dipping his palm into the paint and making tapping marks on the paper. Rumi also participated, gaining confidence painting alongside her peers with the practitioner's support. She held the paintbrush in her right hand and dotted paint in one area of her paper plate.

### Oral Health

Sunshine room children further learned about ways to take care of themselves, especially regarding their oral health. They learn about how to brush their teeth, movements to brush their teeth, food that can support their health, and the cause and effect of eating too much bad food to support their independence and understanding of their health and self-care.



## Brushing teeth – PD Health and self-care



Sunshine room children enjoyed brushing their teeth. The children were provided with visual aids, toothpaste and toothbrushes. Esme brushed her teeth, and then the teeth model, alternating between the two. She did so well, using her right hand to hold on to the toothbrush and move it up and down to clean the teeth, showing she is **developing some independence in self-care and an awareness of routines such as teeth cleaning.**

The practitioner demonstrated to the children how to brush their teeth. They learned that food that gets stuck in our teeth can damage the teeth, creating cavities and how their mouth is going to smell if they don't clean their teeth properly. Also, children are being taught the times we would normally brush our teeth to clean; when we wake up and before we go to bed. Mae held the toothbrush with her fine motor skills and moved it up and down. Sylvie played with the teeth model and **enjoyed the sensory experience of running the toothbrush under the water.**



## Making a toothbrush – EAD Creating with materials

To start the activity, the practitioner sang them a song on how to brush their teeth and asked them if they have their own toothbrush at home. Saad and Salah's faces lit up, and they looked at the practitioner to talk about their toothbrush. Saad tapped his chest, telling “me” and “crocodile brush”, and Salah told the practitioner that Saad has “green toothbrush” and Salah has “blue toothbrush”, **talking about people and things that are not present.** The practitioner also showed them a video with a song about brushing teeth. Mae enjoyed the song and, using the popsicle stick on her hand, she pretended it was a toothbrush and started to brush her teeth up and down. Sylvie participated in the activity. She stood next to the practitioner, holding on to a glue spatula with her right hand, and started to mix the plate of glue, then spread the glue around the table.



## Sorting Good and Bad foods – CL Understanding

Sunshine room took part in a sorting activity. They were provided with a large piece of paper with good and bad sections and a bowl of unhealthy and healthy foods. The practitioner first explained to the

children what they were going to do in this activity so she pulled out different types of food out of the bowl, the first being a carrot Mae said “carrot” the practitioner then asked her if the carrot is good or bad and Mae repeated after the practitioner “good”. Next the



practitioner pulled out cheese, Zachariah then shouted out cheese the practitioner then asked him if it was good or bad, he wasn't quite sure so he shook his head. Corto was pulling out different types of food and giving it to the practitioner, and he tried to pronounce "bread", **using single words**. Next, the practitioner pulled out lettuce. Esme pointed to the lettuce and said, "Yummy lettuce", **using words to communicate for a range of purposes**.

## Healthy eating

### Healthy eating

The children learned about healthy food and how that food can benefit their growing bodies and development. They learned about healthy eating by making fruit salad, having sensory play using foods, vegetable printing, and many more. They enjoyed tasting and playing with food, which helps their development in health and self-care, and encourages them to have a go at tasting new things.



### Vegetable printing – CI: Speaking

While preparing for the activity, Mae saw the bowl full of broccoli and pointed at it, saying, "Wow, broccoli." She held on to one and said, "Where is Esme?" walking around the room trying to find her friend, **asking what, where, why questions**, as she wanted to show the broccoli to her friend. While getting ready with aprons, Mae was asked if she would like to give out the broccoli and she said "yeh" then gave one piece to her peers, **understanding simple sentences**.

At first, Rumi watched her peers play with the broccoli, and after encouragement, she became more confident to explore the vegetables. She used her right to hold on to the broccoli, raising it to her practitioner to show them. Rumi lightly dipped the tip of her finger into the paint, then raised her hand high to show the practitioner the paint on her fingers, then tried to wipe it off on the messy mat, **using pointing with eye gaze, and then fingers or hands, to make requests and to share an interest**. As she watched her peers, she took a broccoli then started to mimic them by dipping the broccoli and tapping it on the paper to make marks. Sylvie also participated in the activity, accepting the broccoli that her peers were giving out, then lightly tapping it on the paint and on her paper as she made her mark, saying "tap tap tap".



### Lemon sensory play – Pd: Moving and handling

Sunshine room children enjoyed water play with lemon slices. Noa, Irfaan, Ayaan, Sylvie and Esme participated in the activity. Noa held on to the side of the tray to lift herself up, showing she can **pull to standing from crawling, holding on to furniture or person for support**. She wobbled a bit while trying to steady herself, so the practitioner went behind her to support her standing up as she played with the lemon slices. Once she got in position, she used both of her hands to hold on to two lemon slices and lightly squeezed them before bringing them up to her mouth to taste. She enjoyed the taste of the lemon as she kept on tasting it and chewing the skin on the lemon.



Irfaan, at first, watched as his peers playing with the lemons, he stood



next to his peers and with the practitioner's encouragement he used his right hand to reach into the water tapping it to make a splash then taking one of the lemons and throwing them to the other end of tray. He did this to all the lemons and his peers helped him by bringing him more lemons. He replied to his peers with a smile and started to offer them lemons as well to throw, **enjoying, laughing and being playful with others**. All the children explored using their senses, making funny faces as it tasted sour and enjoyed the activity.

### What's in the bag – CL: Understanding & speaking

Sunshine room learned about the foods that are good for their teeth by participating in a 'What's in the bag?' game and talking about how each fruit and vegetable benefits their oral health. As soon as they saw the bag, they got excited, screaming to express their joy, and Mae said "activity time" to call the other children's attention. They joined in with the music, clapping their hands and singing the song. Sa'ad joined in excitedly, calling out whose turn was next: "Sa'ad turn Sa'ad turn," then he said "Salah turn,"



and finally to the peer next to his brother. Noa joined in by clapping her hands and pointing at the practitioner, **moving her whole body to sounds she enjoys**. She used her right hand to reach inside the bag to



take an object, but she didn't manage to grasp it, so the practitioner supported her and took out a carrot, she looked with her eyes wide and held the carrot in both her hands, then mouthed it. Sylvie pulled out a fruit and attempted to say "apple", looking and smiling, the practitioner asked is the apple good for our teeth and Sylvie said "yeh". **Responds to simple questions.** Ayaan pulled out the teeth sculpture with a huff as it was a little heavy and he attempted to say "teeth" and pointed at his own teeth. **Understanding of single words in context.** The practitioner encouraged all the children to say teeth, which they all repeated and emphasised on clean white teeth and then Esme pulled out a toothbrush, which she demonstrated how to use by brushing the sculpture and also brushed her teeth. We ended the session with a rhyme, "This is the way we brush out teeth, to which they all **enjoyed and demonstrated listening by trying to join in with actions.**

## Bonus sessions

### On the way to Forest play:

Star room children participated in their third Forest play session this term. Fifteen children and six adults attended. The children who attended were Leo, Mia, Marley, Juliet, Maya, Thoedore, Siena, Zephaniah, Elyas, Mikyle, Juwairiya, Leif, Nell, Romy and Sophia. The children felt excited and observed their environment while walking. The practitioners spoke to the children about safety, including road safety. When the children arrived at the park, their harnesses were removed, and they formed a straight line as they walked through the grass. Once the children were positioned in a line, they participated in a race, as Hafiza said, "on your marks, get set, go," and all the children ran through the park. When Hafiza called out, "freeze", all children froze steadily, listening carefully to instructions.



### Circle time:

The children sat on the log, whilst two adults did safety checks around the area, and Hafiza placed our safety tape around. The children were offered some water at the time. The children formed a circle to talk about the forest play rules. To gather the children's attention, Hafiza, our forest play leader, asked the children to bend their knees, place their arms forward and pretend to stir the honey pot using both hands together in front of them. She then instructed the children to put their elbows on their peers' shoulders next to them. Hafiza asked the children if they remembered some forest play rules: The children called out, 'no picking, no licking. Hafiza asked, "What will happen if you lick?" Juliet responded, "You'll get sick". The children also recalled the other rules, such as 'not passing through the red tape'. Hafiza asked the children, "What do you do if you see a dog or a bee?" The children replied, "X Factor" whilst crossing their arms. The children were also reminded that when Hafiza calls out, '123, camp base,' then everyone should gather in our designated area, where the practitioner has spread out a mat on the grass.



### Mud painting:



The children were then divided into two groups and given a choice of mud painting or log climbing. They gathered around Hafiza, where they were provided with buckets, paintbrushes, water, and shovels. The children used their independent skills to scoop up mud, place it in their buckets, add water, and then paint the logs. The children waited patiently for a shovel and took turns passing it to each other once they were done. The children used their gross motor skills to dig out mud from the hole next to the log. They took buckets and scooped the mud into them. Hafiza, the manager, handed out water, and one by one,

the children took a paintbrush. After gathering their materials, the children moved to their chosen areas to begin painting their logs. Romy noticed a hole in one of the logs. She looked at Faiza, pointed to the hole, and said, "That's for the worm." Sophia held the bucket in her left hand and using her right, dipped the paintbrush into the mud and applied it to the log, showing good hand-eye coordination. When the practitioner asked, "What are you doing?" Sophia replied, "I'm painting a log." Elyas was deeply engaged in painting when he noticed something moving. He said, "Oh, look, insect".



## Log climbing:

While some children were doing mud painting, the rest enjoyed climbing the log. Some children did it independently, while others required assistance from the practitioner. The children climbed onto the logs and walked across them with enthusiasm. Teddy slithered across a log on his front and said to the practitioner, "This is what they do in the army." Romy observed what the other children were doing and said, "I want to climb." With the practitioner's help, she climbed onto the log and, while holding the practitioner's hand, carefully walked along it. Sienna stood on the log with her hands by her sides and said, "Look, I am balancing." As she walked along the log, she added proudly,



"I can do it by myself." Juliet asked the practitioner for help, saying, "I need some help", as she walked across the log, she looked at a nearby tree and commented, "That broke." Nell waited patiently for her turn and said, "We are waiting," and then asked, "Emiliana, help me." All the children showed eagerness and determination as they climbed. They paid close attention to the task and remained focused as they worked to achieve their goal.

## Mini beast hunt:

The children participated in a minibeast hunt. They were given a sheet and a marker pen and ticked off what they found. Juliet spotted dandelions on the grass, and she told the practitioner, "Look, I found a yellow flower". Using her dominant hand, she ticked off the flower on the list. All



the children were fully engaged in this informative and hands-on activity, where they not only used their gross motor skills but also explored and interacted with the natural environment around them. Whilst some children were still doing mud painting, Maya said; "look there's a seashell", whilst pointing at the soil. Marley said, "it's a snail, can I touch it". Marley held the snail in her hand, Hafiza asked the children, What shall we name it? Nell replied, "Honey". Some children gathered around the snail with their minibeast sheet and ticked it off.



## Gruffalo story:

Towards the end, the children participated in a story session of The Gruffalo where Hafiza read the story to the children and Peri used the props in the background, where Hafiza sounded out the story. Peri held the mouse and the Gruffalo prop and hid the other animals. When Hafiza read the part where 'the mouse sees a Fox', Peri then held the fox and pretended the mouse was talking with the mouse as Hafiza mimicked the words. When it came to the part, 'a hear a tweet in the air'.



The children said, "It's an owl". Hafiza asked the children, "Where does the owl live?" Teddy replied, "In a tree". When Hafiza asked, "Who can see the owl in the park?" The children looked around, and Siena called out, "Over there", whilst pointing at the tree, as Peri placed the owl on the tree. The practitioner brought the owl towards the children, pretending it was flying towards them. Hafiza then read the part 'I can hear a hiss ahead', the children called out, "it's a snake". When Hafiza asked the children, "Who can spot where the snake is?" All the children looked around and pointed towards the logs as the practitioner placed the snake on the log. The practitioner again brought the snake towards the children, pretending it slithered towards the children. The children also repeated some of the words from the book after Hafiza and Leif said, "it rhymes", such as black - back, bread - said, claws - jaws, crumble - rumble, fox - rocks, good - wood,

Gruffalo - know, house - mouse, ice-cream - stream, lake - snake, me - see, nose - toes.

## Hide and seek:

At the end of the forest play session, the children played a game of hide-and-seek. They were split into three groups and hid with a practitioner behind some logs. Hafiza counted with Romy and then they both went to find the children who were hiding. She called out, "Where, oh, where are you?" The children then replied, " We are, we are here," bending their heads down and hiding quietly. Once Hafiza found the first group, those children went with Hafiza to find the second and third group of children hiding.





**Tamborine**

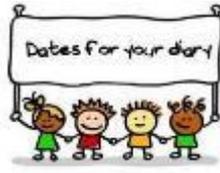


**Music session**



**Ukulele**





### Nursery photoshoot

Tuesday 1<sup>st</sup> July

### Graduation Party for Star room Leavers

Mon 14<sup>th</sup> July

### Annual Summer Trip- nursery closed & last day for term-time children

Fri 18<sup>th</sup> July

### Summer Holiday

Last day Wed 13<sup>th</sup> August 2025 **Nursery closes at 4 pm -**

**Re-open Tues 2<sup>nd</sup> September 2025 –**

Mon 25<sup>th</sup> August – Bank  
Holiday

Mon 1<sup>st</sup> September - Inset  
day

### Winter Holiday

Last day Tuesday 23<sup>rd</sup> Dec **Nursery closes at 4 pm – Re-open Tuesday 6<sup>th</sup> Jan 2026**

Thurs 25<sup>th</sup> Dec – Public  
Holiday

Fri 26<sup>th</sup> Dec - Public  
Holiday

Thurs 1<sup>st</sup> Jan – Public  
Holiday

Monday 5<sup>th</sup> Jan – Inset  
day

### 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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### 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.

# Instagram

Did you know we're on Instagram

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roof.topnursery

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

Look out for all updates

