



Roof Top Nursery celebrated its 20th Anniversary by having two fundraising weeks with some fun-filled activities and crafts for the

children to take part in.

The children had the opportunity to engage in various activities such as having a turn on the bouncy castle, decorating face masks, making clay handprints, making keyrings, painting stones, face painting, hair braiding, making sock puppets and having two parties in celebration of the nursery's 20th Anniversary. Some of the children also took part in a few fun games such as 'Hook a duck', 'knock the tins' and our 'lucky dip'. The children had an amazing time and enjoyed participating in this event.



We also had an appearance from a special guest, **Mickey Mouse**, who came to say hello to the children, spread joy and distributed some Rooftop nursery balloons.

Thank you to all parents who took part in our fundraising event and have supported us through advertising the nursery via word of mouth, distributing flyers and social media.



We managed to raise a whopping **£ 1,680.00**, which will be used to **build our amazing toilet coming soon on the roof**, investing in our project to install a toilet and changing facilities on our play roof. Providing these outdoor facilities will streamline operations, support children's

independence, and enhance their development by maximising the time spent in our outdoor learning environment.

Thank you to all the staff members who went out of their way to prepare the resources and activities. we couldn't have done it without you all!





A little bit of Rooftop history

Roof Top Nursery was founded 24 years ago by Hafiza Bhaiyat, who at the time was a young mother looking for childcare in Hackney that she felt was best for her child, and after visiting many nurseries and not being able to find something that captivated her, she was inspired to open up her own nursery and accomplish a nursery from a mother's point of view. Her vision was to provide childcare to the children in Hackney, and like most parents, she yearned for a fun, safe, clean environment that provided individual care for their child and saw each child as a unique individual.



After five long years of searching for a suitable location, sourcing an architect and contractors, obtaining planning permission, and demolishing the old school keeper's house at Benthall Primary School, a purpose-made building was built for children to develop in all areas of learning. With no previous experience in business or childcare, Hafiza gained her qualification and expertise by looking after children in other settings, whilst the project blossomed into something very beautiful over 4 years before she could get the doors open for families. The business has since grown into a successful and viable nursery. But Roof Top Nursery is not just a Daycare nursery, it is a space where the owner creates love and passion within her team and inspires vision amongst the team. The children are loved and cared for, and the team and children are given a secure space to make them feel at home. As we see the children develop into confident individuals, watching them walk down the street after school as proud individuals give the owner and workforce strength to continue the passion. 22 years on, this story continues to blossom and grow, and we wish many, many happy, enjoyable years for Roof Top Nursery.

In 2016, Rooftop nursery expanded its wings when Hafiza opened her 2nd branch on Dalston Lane, this was a great achievement and her aim was to provide the same passion and drive to more families and continue to deliver quality childcare to the children in one of the most deprived areas in Hackney, which will also prepared them to be nurtured and cared for as they begin their journey in life. After 10 amazing years in operation in 2024, we had to close our doors to our Dalston branch due to the merger and expansion of our main branch.

Manager's comment: Looking back at the years, we have achieved plenty: stories have been captured, new themes and concepts have been learnt, and songs have been memorised. Reams of paper and craft supplies have been used. Every day we are inspired by whatever new comes our way, overcoming all challenges that have presented us and the years have taught us that our small steps taken every day come together to pave the path to lifelong skills!

One of our parents' reviews over the past year

All four of my children have attended this nursery over the years, and I honestly couldn't be happier with the care and love they've received and still receive. Each one of them has always felt safe, valued, and excited to go in. One of the highlights of the year is Carers Day. A special event where mums, dads, grandparents, and carers are invited to spend time at the nursery, take part in fun, organised activities with the children, and connect with other families. It's such a thoughtful way to build a real sense of community and creates one-on-one memories with the child. The nursery also goes above and beyond with extra activities like forest trips, French, yoga, and visits to the local library. My kids come home excited and often beg me to take them back to those places!

They also do a fantastic job preparing the children for school. They introduce them to classroom rules and show them school uniforms. The staff make sure the children are confident and ready for September. It's made a huge difference in how smoothly the transition to primary school has gone for each of my children. (May 2025)

Here are some pictures from our 20th Anniversary fun week!



Planting



Take a chance and guesses



Making face mask



Hair Braiding



Face painting



Making bookmarks



Henna



Painting stones



Decorating masks



Making photo frames



Planting



Taking part in lucky dip





Face Painting



Face painting

Communication and language – Speaking.

One of our exciting fun week activities that some of the children participated in was '**Face painting**'. This activity was a great opportunity for the children to speak about their favourite characters, superheroes or animals as the practitioner asked each of them who they wish to be painted as, which enabled the children to **use language to share their feelings, experiences and thoughts**.

The children were provided with visual images to support them with making choices if they were unable to communicate this clearly by pointing to the picture of how they would like their face painted.



Knock the tins. Physical development – Moving and handling

As part of one of our fundraising activities, the children took part in a physical game, 'Knock the tins' and this was a great activity to hone their concentration skills and **throwing skills**. All children sat down and **waited patiently for their turn** as the practitioner called the children one by one to have a turn at knocking down the tins. The children used balls/bean bags to knock the tins and they had to stand at a certain point to throw and try and knock down as much as possible.

All the children had a chance to have several turns and were cheering for each other by calling out their names, showing confidence, self-esteem, pride, and a sense of achievement. The children **showed increasing control over an object** as the practitioner encouraged the children to be able to throw. This was also a great opportunity to support the children with their hand-eye coordination and balance as some children were throwing the ball/bean bag in another direction.



Bouncy castle fun and games

We would also like to thank all the parents, carer's and staff members who have been a part of this event and contributed generously towards raising the money, you've all been amazing!

Fun week party

Understanding the World – People and Communities

The children took part in a party celebrating our 20th Anniversary, the practitioners decorated the area with nice table covers, hung colourful balloons, and provided party hats for the children. The party took place during afternoon snack time, and they also had some crisps, which we only give during special events such as birthdays and other celebrations. The children [enjoyed joining in special times and events with their friends](#), eating their snacks whilst music was playing in the background from the speaker. After snacks, they danced to their favourite songs that they requested and popped bubbles as they jumped around the room.



The practitioners also danced with the children and played musical statues.

The practitioners will continue to introduce new games to the children, such as musical chairs and pass-the-parcel games to support the children to become familiar with and be able to [follow instructions](#).



27-month review with the health visitor

We would like to thank all the parents that attended their child's 27-month review, we had a total of 4 meetings scheduled with the health visitor this month. During the meetings, parents had the opportunity to discuss their child's development and progress with their key person's input, along with a few health checks and information provided by our health visitor Gifty.

We appreciate the feedback forms that have been filled in and returned.



Laiqa's baby shower



We had an amazing baby shower, Laiqa our Room Leader for Rainbow Room who went Maternity leave.

Laiqa has been a fantastic support to the parents, children, and staff at our nursery. We will miss her very much and cannot thank her enough for all her hard work and dedication, and look forward to welcoming Laiqa's baby into our nursery family

We wish Laiqa all the best with her family and hope she has safe birth.



A reminder of the Bonus programs offered at Rooftop Nursery

Bonus programmes	For who?	Days & Times
French sessions	Rainbow & Star	Wednesday (Fortnightly) 9:15am
Heuristic play	Rainbow & Star	Weekly
Yoga/ Tai chi	Rainbow & Star	Weekly

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 the nursery's spare clothes as soon as possible. Parents are welcome to donate clothes to the nursery such as socks, hats, and T-shirts etc.
- Please support us by folding your buggies and storing them in an orderly fashion, ensuring that you do not obstruct the pathways.
- Please can parents ensure their buggies are labelled or have a sign on them to prevent mix-up.
- Please ensure your child does not bring toys to the nursery; we will not be responsible for any toys that are lost.
- Please ensure your child does not bring any coins/money into the nursery in their pockets.
- Please provide extra clothes, **nappies** and **wipes** for your child's sessions throughout the week
- Please ensure you apply sun cream to your child before coming to the nursery during the warm weather.
- Please ensure you collect your child on time, by 5.55 pm latest, to avoid our late payment fine.
- **Parent e-mails:** We send out e-mails regularly to parents to notify everyone of events and updates.
- If you have not received any emails, then please get in touch. Email: office@rooftop-nursery.com
- **Tapestry:** If you need support accessing Tapestry, please contact the admin at; 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 07519109876
<https://henry.org.uk/freesupport>

Sunshine Room

Sensory play

Sunshine room children and babies explored a week full of sensory play to enhance their sense of touch, smell, taste and experimented with different textures. This was inspired by and targeted for our new beginners who joined the room to support their settling in. The activities ranged from colour sorting, pom pom drop, bubble wrap painting and crushing cereal in sensory bins with slime, porridge, and shredded paper.

Cereal mashing sensory bag – PD/moving and handling



To begin our exploration of baby sensory activities, the practitioner set up a sensory bag experience with cereal inside for the children to explore. Each child received their own sealed sensory bag containing cornflakes and a rolling pin. The children were very curious about the activity when they saw the practitioner preparing it. Leia, Rumi, Iris, Corto, and Noa took part, this [to develop their gross motor skills and explore sounds through sensory](#). The



practitioner began to demonstrate the different ways they could use the rolling pin over the bag of cereal, for example, prodding or rolling. Corto and Noa did well with rolling on their sensory bags, demonstrating good [hand-eye coordination and gross motor](#) skills by rolling in both forward and backward motions. The activity helped them explore food through sensory play, enabling them to recognise not only the texture but also the sound of the cereal. When Leia arrived, she watched her peers rolling and exploring their sensory bags. Excitedly, she jumped into the activity right away. Copying the practitioner, she used a rolling pin over her cereal bag in the same forward and backward motion while also using her fingers to feel the cornflakes over the bag. As Leia and the other children rolled the cereal, the practitioner asked, "Shall we listen? "What sound can you hear? It's crunchy" To this, Rumi and Leia replied, "Yeah, crunchy!" All the children continued to explore their sensory bags and were very engaged throughout the activity. Iris enjoyed feeling her sensory bag, and the practitioner provided support as she rolled it. This activity was new for her, and she was eager to explore. All the children explored their cereal sensory bags in different ways, [through listening, rolling, and even feeling the texture](#) of the cereal. It supported many of their skills, such as hand-eye coordination, gross motor skills and fine motor skills, as well as developing their understanding.



Sensory stomp painting: EAD/being imaginative

Sunshine room children took part in a sensory stomp painting activity. The practitioner provided the children with a black tray which had lots of paint patterns around, such as red, yellow, green, blue, and white, with a sheet of bubble wrap over it so that the children could explore mixing and learn the colours. First the practitioner demonstrated to children by introducing all the colours and then spreading it with her fingers, after they saw the practitioner touching and introducing the colours, the children were being encouraged to feel the texture by touching it with their hands first and then they were encouraged to take off their shoes and used their feet to walk or stomp inside and feel the texture. Sylvie, Corto, Rumi, Jacob and Amir took part. The children were looking curiously at the change of colours under the bubble wrap, and they were curious to



move the bubble wrap to see underneath. **Notices and becomes interested in the transformative effect of their action on materials and resources.** Corto enjoyed exploring with his feet stomping and feeling the texture as he smiled, and said, "Wow, whoa". First, he hesitated, but as he saw his peers exploring, he started to take part. They were also shown how the bubble wrap pops, then encouraged new words by saying how it felt soft, squishy, cold, bubbly, etc. Sylvie smiled, having a go at holding the practitioner's hand. Rumi was also eager to try and step inside. Amir just touched it using his hands while sitting next to it, smiling. Jacob was supported by the practitioner to stand, but he preferred sitting inside and using his hands to tap the surface and smiling while

experiencing something new. **Experiments with a range of media, materials, sound and whole-body movement - through multi-sensory exploration.** Overall, the children enjoyed exploring the sensory stomp painting by feeling the texture with their hands and feet.



Tube Posting game – CL/understanding

The children have enjoyed exploring sensory play throughout the week. The focus for this activity was to enhance the children's **hand-eye coordination** and **critical thinking skills** through posting

Pom Pom's in the tubes provided. As the practitioner set up the activity with tubes attached to a wall, the children excitedly gathered as they saw all the colourful Pom Poms. The children who took part in this activity were Aria, Corto and Iris. The practitioner began by explaining and demonstrating to the children how to put the pom poms through the tubes. Corto carefully watched the practitioner and began following her.



Understands simple sentences. He picked up the pom poms, grasping onto them with his fingers, demonstrating his fine motor skills and began putting it through a tube. As he did, he excitedly babbled and continued putting more through the tube. The practitioner then added more tubes to the walls on different levels to make it slightly challenging for the children. Corto was able to confidently put the pom poms in all the tubes. Aria also enjoyed the activity, as she watched the practitioner a few times, she understood how the activity went, so she got the pom poms and, with the practitioner's guidance, she began to put the pom poms through the tube. **Concentrates intently on an object or activity of own choosing for short periods.** Later on, Aria and Iris both explored the pom poms and their texture by simply pinching, grasping and throwing them. The practitioner used **simple vocabulary** to help their understanding of different concepts, such as 'in, out, up, down' as they played and explored. Overall, this activity helped the children to **focus, follow instructions, enhance their hand-eye coordination and pincer grip** as they were really engaged with this simple yet effective sensory activity.



Black History Month

Black History Month traditionally honours key figures and events in Black history, but it also celebrates the ongoing achievements of Black individuals, a theme that is particularly emphasised this month. It sees the celebration of achievements and contributions that Black people and communities have historically made, going back centuries. Sunshine Room children were introduced to the theme through participation in story sessions, what's in the bag, sensory bins, painting flags, skin tone handprints, tasting plantain and dancing to cultural music while dressing up in cultural clothes. These activities encouraged diversity and equal opportunity within the nursery. **Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability. Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas.**



Skin tone hand printing – **PSED/sense of self**



To be able to understand that everyone is different and to recognise it through learning

about different shades of skin, we carried out a hand printing activity. The children were able to explore, paint and make lovely handprints together on large paper. The children who took part in this activity were Carmelo, Rumi, Corto, Amir, Phoenix, Iris and Adele. The practitioner began by explaining to the children the different coloured paints we had, such as peach, brown and light brown. The practitioner put out her hands and mentioned her skin tone colour and then asked the children the colour of their hands, face, eyes, and hair. As some of the babies were not able to say, they were asked what colour they would like from the choice of coloured paints. The other children carefully observed their hands as they saw the practitioner doing so. **Is aware of and interested in their own and others'**





physical characteristics, pointing to and naming features such as noses, hair and eyes. The practitioner then demonstrated to the children that they would be painting their hands and printing them onto the paper. Rumi said, "This one," as she pointed at the peach colour. Shows an emerging autonomy through asserting choices and preferences. With the help of the practitioner painting the children's hands, they all got to paint their hands and print on the large piece of paper. As they enjoyed the sensory experience of the paint on their hands while printing, pressing and rubbing them on the paper using their gross motor skills, the practitioner explained how we are all different and beautiful. Carmelo was observing his peers as they were engaged in the activity. Towards the end, with the

encouragement of the practitioner, Carmelo also took part and made handprints on the paper; he picked up the brush, showing some interest. The children had overall enjoyed themselves in this activity, and were able to explore different skin shades and begin to gain a basic understanding of diversity and recognise that we are all different individuals.

Handa's surprise story prop session – CL/Understanding & Speaking



To develop the children's language further, the practitioner prepared an activity with Handa's Surprise in a tuff tray with different resources, such as exotic fruits, wild animals and grass, also to introduce the different cultures to the children. The children who took part in this activity were Leia, Corto, Noa and Iris. Children were shown the book, and as the practitioner read it out, the children were pointing, making sounds with excitement and repeating the names of the animals and fruits they could see. Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations. The

practitioner introduced the fruits one by one and mentioned the colour, smell, size and texture. The children were given a turn to see, touch and smell the fruits. All children were paying attention while the practitioner read the story and showed the pictures in the book. Corto pointed at the picture, then at the object and tried to repeat the words after the practitioner, showing an understanding of

single words in context, such as banana, mango and orange. Leia was holding the giraffe and repeated after the practitioner, saying "giraffe". Noa was repeating after the practitioner, "orange". Frequently imitates words and sounds. All children enjoyed the Handa surprise book by exploring with fruits and animals and placing them on the tray to exchange with other objects.



Painting BHM flags – EAD/creating with materials

To continue our theme for Black History Month, the practitioner prepared an activity where participants could paint the colours associated with Black History Month. The aim of this activity was for the children to learn about different cultures, celebrate various occasions, and learn about colours through exploring paint. The children who took part in this activity were Leia, Corto, Carmelo, Noa and Iris. The practitioner began by showing the children the colours of the flag, "Green, Yellow and Red". The children were very intrigued and began pointing towards the flag. The children were encouraged to say the colours of the flag. Noa was able to say "Yellow" after listening carefully and repeating after the practitioner. The practitioner then laid out paper, and the children began painting straight away. Corto used the green paint, Leia



used red, Iris and Noa used the yellow paint, [noticing and becoming interested in the transformative effect of their action on materials and resources](#). Noa, with the encouragement of the practitioner, made some strokes with her brush in forward and backwards motion with the paintbrush. She then began pointing at her paper when the practitioner showed her the flag, showing her understanding and recognising that she had painted the flag as in the picture they were shown at the start of the activity. Corto loved exploring the yellow and green coloured paint and used his



hands to dip in the paint, then made handprints and smeared the paint on the paper. [Explores and experiments with an increasing range of media and movement through multi-sensory exploration](#). Iris and Leia also enjoyed exploring all the colours of the flag and painting in forward and backwards motions using their brush. Iris was later supported, and she explored the paint. She held the paintbrush in a pincer grip and made a few lines on the paper with the practitioner. She was really curious throughout and thoroughly enjoyed the activity. Overall, the children were able to explore the colours of the African flag and paint whilst exploring the texture of the paint; they were all engrossed for a long period of time.



Diwali



Sunshine Room children were introduced to Diwali as part of their weekly theme to explore and learn about the Indian culture. Diwali is a celebration of light carried out by Hindus around the world. The babies engaged in activities such as making play dough Diya's, creating Rangoli patterns with paper plates, pom poms and some lovely sequences, making marks in the sand, Diwali dress-up party with cultural music and dance. To support the children's understanding of the theme further, we set up a Diwali interest table with pictures, books, candles and bangles. We have had traditional clothing for role play in the home corner for the children to dress up in, and used cultural dolls.



CL/ Listening and attention - Diya Craft



Sunshine room children focus on the theme of Diwali, a Hindu festival of lights. Sunshine room children participated in a fun Diya (candle making) craft activity. The children who participated in this activity were Adele, Corto, Rumi, Iris and Leia. The practitioner began by showing the children a paper plate, Diya. All the children looked intrigued by it. The practitioner then explained to the children that it was a Diya, and a Diya is used in the celebration of Diwali, as it's a festival of light. The practitioner asked some of the children to say Diya. Rumi and Leia could say "Diya", repeating after the practitioner **using single words**. Corto babbled and attempted to

say Diya whilst Adele and Iris curiously pointed at it. The practitioner then demonstrated how to paint and decorate their Diya for the children. All the children were very enthusiastic and excited to begin painting, as they **noticed and became interested in the transformative effect of their action on materials and resources**. Adele confidently and independently painted her Diya, holding the paintbrush in **a pincer grip** and dipping it into the paint. She painted in forward and backwards motion, painting small lines. She was really engaged and had fun exploring the paint at the same time. With the practitioner's help, Adele also held the tissue paper and stuck it on her Diya with glue to decorate it. Iris enjoyed exploring the paint in the activity; she held the paintbrush with the practitioner's support and paint forward and backwards. Leia, Corto and Rumi were very independent. They demonstrated good **listening and attention skills** as the practitioner was guiding and showing them how they would do the activity and were then able to paint their Diya and decorate it using their **fine motor skills and hand-eye coordination**. Through this activity, the children could understand what a Diya looks like and create and decorate their own using various craft materials.



PD/Moving and handling - Mark making in sand



Sunshine room children enjoyed the afternoon activity with the practitioner, which involved exploring all the Diwali colours and the sand. Corto, Noa, Jacob and Iris were all around the table with the aprons on, ready to participate in the activity. To support the children's understanding, the practitioner first showed the children a few pictures of the Diwali flower that they made with coloured paint and sand, and then, one by one, the children were given their own plate with sand on the bottom and the coloured paint on top for them to use their fingers to draw their own Diwali flowers. Corto and Noa were engaged as they both enjoyed making the circle with their right hand,

while Noa and Iris needed more support from the practitioner to touch the sensory and colourful sand, as they **enjoyed the sensory**



experience of making marks in the sand. To support the children's understanding, the practitioner used objects of reference, such as a picture, so that the children could use their imagination to copy the same flower. This activity also supported the children with their sensory exploration, which allowed them to explore their fine motor skills by grasping the sand in their hands. Taking part in the activity, as they stay until the end, exploring. Noa, Corto, Iris and Jacob also enjoyed mixing the coloured sand on the plate.

UTW/The world - Making Salt Dough Diyas



To continue the theme of making Diyas, the practitioner prepared an activity where the children could create their own Diya from salt dough. As the children gathered at the activity table, they were excited as they saw all the ingredients to make their Diyas. The children who participated in this activity were Corto, Adele, Leia, Rumi and Iris.



The practitioner began the activity by explaining to the children each ingredient they would use: flour, salt, water and oil. hands started to operate independently during a task that used both, with each hand doing something different at the same time.

Corto was excited, pointing to each ingredient while babbling in excitement. Rumi and Leia could repeat the words after carefully listening to the practitioner using single words. Adele and Iris observed the ingredients. The practitioner then took out a bowl and assisted the children in making the salt dough. Corto, Rumi, and Iris helped carefully pour some flour into the bowl, demonstrating good turn-taking skills. Leia and Adele added the salt to the dough with the practitioner's help. The practitioner then poured some water and showed the children how to mix the dough. All the children took turns to mix the dough, holding onto the wooden spoon with their right hand and moving it in circular motions.



One call, the children had a turn, and the practitioner then equally divided the dough into pieces so the children could make their Diyas out of the dough. Corto first watched the practitioner as she assisted Iris and Adele in making theirs. He followed the practitioner's motion and flattened out his dough, demonstrating his gross motor skills. With the practitioner's help, he made the shape of a Diya. Through this, he was able to demonstrate his gross motor skills.. He was pleased and excited with the turnout of his Diya. Rumi and Leia could also roll and flatten their dough independently as the were able to manipulates the playdough using hands singly and together, such as squeezing with some help, all of the children could form a design on their Diya. Overall, the children had remained very focused in the activity and demonstrated many skills and learned about Diwali through making Diyas. At the end of the activity, the practitioner explained to the children that they would be painting their Diyas once they're ready, as we will need to bake them in the oven for them to hold their shape and form.

Rainbow Room

Sensory/food play

Playing with food can be an exciting and educational experience that offers a wide range of benefits. It's a positive and sensory way for children to **explore new textures and develop their taste buds**, which can help reduce fussy eating and establish healthy eating habits. Here in Rainbow Room children are becoming more independent and are learning to **assert their own likes and dislikes in food**. Therefore, we feel it's very important to allow them to build a positive relationship with food and understand themselves better by exploring different types of food cooked and non-cooked through play and mealtimes.

Let's dive in and explore how embracing food play impacted our children's interests and needs. First of all, our week began with children exploring food through messy play and the home corner, where they **used their imagination by pretending to cook meals** for their peers and the practitioners. We also had an interest table set up with vegetables and fruits for children to explore and familiarise themselves with the texture through smell, taste and touch. During messy play, the children had the opportunity to explore boiled pasta, vegetables, boiled potatoes, and look at fruits and vegetables with seeds.

Spaghetti printing / EAD Creating with Materials



In the Rainbow Room, children could explore the sensory texture of boiled spaghetti and even use it as a painting resource. Sa'ad, Salah, Matteo, Ayaan, Salma, Mae and Esme participated. Matteo joined in the activity, but it took a while for him to approach the table and join in. At first, he observed the children doing the activity. Once only a few children were left at the table, he approached the table. Matteo took some spaghetti and dipped it in the paint. He made marks on the paper with his right-hand pincer grip by dipping the spaghetti



up and down. After playing with the boiled spaghetti mixed with paint, Matteo held his hand up to the practitioner, opened and closed it, felt the sticky residue on his hands and said, "It's sticky". Matteo is **beginning to put two words together**. Sa'ad, Salah, and Ayaan took handfuls of spaghetti, dipped them into the paint, and used their palms to press the spaghetti onto the paper to make their marks. Sa'ad wanted the participant's attention; he called out for them and said, "Look what I did". Mae pressed her right hand into the paint, then pressed her hands into her paper, making handprints. The practitioner showed her the plate of pasta. Mae reached in, rubbed the spaghetti between her hands and said, "It's spaghetti". Esme dipped the spaghetti in the green paint, held it up and let it drop onto the paper to create marks. At first, Salma touched the spaghetti with her finger. She squeezed it, dipped it in the paint, and then onto the paper to create marks, "it's sticky", Salma said.



Vegetable printing / PSED Sense of Self

Rainbow room children took part in creating a print using broccoli and green paint. We had Sa'ad, Salah, Salma, Mae, Esme, Zachariah, Noah and Tai also took part. At first, the practitioner modelled the session to the children and showed them how to dip the broccoli into green paint and then create the prints. Sa'ad picked up a piece of broccoli, and said, "I can do it myself", as he **began holding a conversation and making requestion** and pulled the green paint tray towards him. He then dipped a piece of broccoli and pressed it on his paper. "Look at me", said Sa'ad to a practitioner and continued making about seven prints. He then put both hands into the green, pressed it on the paper, and said, "I'm doing hand printing now". Noah showed interest, he approached the table and tapped his chest, said "me me" indicating that he also wants a turn **using gestures, sometimes with limited talk**. He held on to a piece of the broccoli stem using his right-hand thumb and index finger and dipped it into the paint. He then picked the broccoli up and pressed it down on the paper. Noah stayed focused for about 3 minutes and **paid attention to details** as he made 6 broccoli marks on the paper. While doing the activity, he used the techniques his peers used and managed to **imitate actions he had observed**. He then put the piece of broccoli down and walked towards the bathroom to wash his hands. Salma was keen and used her right hand to pick a piece of broccoli. She reached out and dipped the broccoli into the green paint tray. Salma then carefully pressed the broccoli on the paper. "I did it, said Salma as **she was enjoying achieving what she set out to do**. She then continued making marks using the broccoli for at least 2 minutes, then went off to play in the home corner.



Finding hidden objects- CL :Speaking

Another fun activity the children participated in was finding hidden fruits, vegetables mixed with cotton wool. Mae, Esme, Salma, and Zachariah immediately took interest and sat around the tray to play with the tweezers. Each of them took one tweezers and started playing with them by feeling them

with their hands and attempting to **use single-handed tools** to pick up the objects on the tray. The practitioner saw that some children were struggling to hold on to the tweezers and using them to pick up vegetables on the tray, so the practitioner showed them how to hold on to the tweezers properly, using their index finger on the top and their thumb finger on the bottom, and pinch to use the tweezers. Zachariah did two attempts. When he succeeded in picking up a cotton, he called out for his practitioner, saying, "Look, Eris, I did it". Once he's finished picking up the cotton, the practitioner asks him to find corn. He searched the tray for 3 seconds, then pointed at the corn and said, "There it is" he



attempted to use the tweezers to pick the corn up, but after two failed attempts, he said to the practitioner, "I can't, too big, Eris", as he **uses language to share feelings, experiences and thoughts**. As soon as Esme understands how to use the tweezers, she tries to pick up the cotton. When she successfully lifts the cotton, she says, "Look, I got cotton" When she wanted more cotton, she kept dropping the cotton and saying, "Oh no", so she changed her strategy. She held on to the tweezers with her right hand, and with her left hand she held the cotton and placed it between the tweezers' tips. Mae initially enjoyed playing with the tweezers and was not approaching the tray full of objects when she saw her friend picking up all the cotton. She approached her peer and asked them, "Can I help pick up the cotton?". Mae as she's **using a variety of questions** to satisfy her curiosity.

Black history month



This week, the children learned about Black History Month. To keep things simple for the children this week, the focus was on an American inventor, **Garret Morgan**, who invented "The **three-way traffic light**" to significantly improve traffic control and safety on the road in 1923. Rainbow Room children had learned about their culture through books like *Handa Surprise*, using art to learn about their culture, and even baking/cooking food. The children participated in making traffic lights using tissue paper, tasting plantain, a collage of African masks, and

making vegetable patties. We also had an interest table for the children to explore and investigate with objects reflecting Black history month.

UTW People and Communities / Making a traffic light

To start off the week of celebrating black history month, Rainbow Room children used their creativity to re-create the invention of **Garret Morgan**, the traffic light. The practitioner used a visual image of a traffic light to build the children's understanding of the traffic light and what it looks like. They were provided with three coloured tissue papers: red, yellow, and green, which represented stop, get ready and go signal for the lights. As the practitioner set out the resources, Sa'ad and Salah questioned the practitioner, "What are you doing?" She then explained to them that they were preparing for the activity. Salah said, "Can I help?" The practitioner gave them the red tissue paper and asked them to rip it into small pieces. Sa'ad held the paper with both hands and started pulling them apart and ripping the tissue paper into two pieces while demonstrating **their ability to listen to instructions and follow through**. This act inspired their peers to join in, and we had Mae, Salma and Matteo who wanted to help and rip the crepe papers for the activity. While carrying out the session, the children each talked about their journey to nursery and what transportation they use. Mae raised her hand and said, "I go on Daddy's bike, "and I wear a helmet". **She asserts her own ideas and preferences and takes notice of other people's responses**. Salah excitedly tapped the practitioner's shoulder and said, "I know the traffic light", "I see it on the



car". Salah was able to notice detailed features of objects in their environment. Sa'ad shared his experience with the group. He said, "I went to the aeroplane, and I went to Qatar", "I went swimming in the hotel". Saad was able to use language in recalling past experiences. The practitioner also talked about the meaning of the colours on the traffic light: red means stop, yellow means get ready, and green means go. This caught Matteo's attention as he eagerly listened to the practitioner explain. After the practitioner talked, he pointed at the red tissue paper and said "STOP"; he also pointed at the green tissue paper and said "GO". He was able to understand simple sentences. Matteo was intrigued by the colours that he saw. He kept pointing at the tissue paper, saying their colour "red, yellow, blue". After the tissue paper, he moved on to the different coloured glue spatulas. He picked out his favourite one and raised it, saying "BLUE BLUE". Mae was eager to participate. As soon as she was ready, she immediately started to spread the glue on her paper while holding the glue stick with her right-hand digital grasp. She then reached out for the crepe paper and started naming all three colours correctly as she learning new words very rapidly and is able to use them in communicating. All the children did very well in this activity and even joined in with a traffic light song and road safety and the importance of understanding the meaning of each signal colour. While the children were sticking on the craft materials, we started singing our traffic light song to help further develop their understanding.

Physical Development / Fine Motor skills & EAD: Creating with Materials / Threading Pasta / Making African Beaded Necklace.

For the second activity in learning about black history and culture, Rainbow children made an African beaded necklace using pasta and threads. The practitioner used different colours to colour the pasta to make it more vibrant and colourful, like the African beaded necklace. They had green, red, and purple pasta pipe cleaners and different-sized leaves, which the children used for their necklaces. The practitioner showed the children a picture of an African beaded necklace to familiarise them with what they are learning about. They used 3D and 2D structures to explore materials and/or to express ideas.

They started the activity, taking turns individually as they carefully threaded the pasta through the pipe cleaners. "I want this one," said Sa'ad, while collecting all the red pasta. He then held the pipe cleaners using his right thumb and index finger, and with his left hand, he had a piece of pasta and slowly threaded it through. "I did it," said Sa'ad, proud of his accomplishment. Salma was also very engrossed in this session. She collected all the purple pasta. "Look, I got loads," said Salma. She then reached out for a pipe cleaner using her right hand and threaded the pasta. "Help me", said Salma to a practitioner. She explored and learnt how movements can be changed. The practitioner modelled how to thread the pasta. She then took the pipe cleaners and started attempting it herself. Matteo spent over five minutes threading his pasta. "More," said Matteo as he reached for



pasta with his right hand. He carefully threaded the pasta using his right hand through the pipe cleaners. "Wow," said Matteo when he managed to thread five pastas.

Uses different types of everyday words

Literacy: Reading / UTW: The world / Handa's surprise tuff board



Another activity that children participated in was a story session of a Handa's Surprise book with visuals of fruits and animals that they will learn about from the book. As soon as the children saw the setup on the table, they gathered around and asked **open-ended questions** to satisfy their curiosity about all the material. Esme was the first to approach the table. She immediately took the orange with her right hand and pretended to take a bite. Then she picked up the rest of the fruits and asked, "What is this?" Noah also participated in the activity; however, he wasn't interested in the fruits or the

book and preferred playing with the animals. He took all the elephants and the tiger and lined them up at the table's edge. **He is curious about exploring new and familiar experiences in nature: animal life.** Sa'ad was curious about the resource setup. He was using his right hand, pointing his finger at all the fruits he saw. He kept on asking, "What is this?" or "What is this called?" even to the fruits that he's familiar with. He held up an orange fruit and asked the practitioner, "What is this?" So the practitioner asked him back, "What could it be?" he smiled and said, "I know what it is" "ORANGE". **He uses a variety of questions.** Zachariah also participated in the activity, listening to the story session. When the practitioner let them explore the resources, he took the two mangos and said, "Can you open?" wanting to eat the fruit, but the practitioner explained that these fruits are for playing. He responded with "okay" and pretended to eat the fruit. Sylvie approached the table and started to use her right-hand index finger to point at the fruit she was curious about, like dragon fruit. She would walk around the table looking at the setup, then move to the reading area to pick up a book and flip through the pages and sing nursery songs. **Turns pages in a book, sometimes several at once.**



Diwali

This week, Rainbow Room children celebrated and learned about the cultural backgrounds of Diwali and how people across the world celebrate it. Diwali is also known as the festival of lights, and it's a joyful celebration that symbolises the victory of light over darkness. To help develop their understanding of Diwali, Rainbow room children focused on some exciting activities such as making divas using clay, making Diwali greeting cards to give to their parents/carers, making lanterns, making samosas and making fireworks using pipes. This was a wonderful way of introducing the rich diversity of the world around us. Our aim was to ensure the children have a variety of opportunities to learn the importance and **value of different**



cultures, which prompts a sense of belonging and community. Furthermore, Rainbow Room listened to cultural music and even got to dress up in cultural outfits as part of their free play.

Making Diwali cards – UTW The world

Our theme started off with children making their Diwali cards for their loved ones. The practitioner showed the coloured cards and craft materials they would be using to make their cards. We had Esme, Salma, Mae, Sylvie, and Zachariah take part in the activity. Once the practitioner laid out the coloured paper, the children were given a choice to choose the colour cards they wanted to use. Esme and Mae said, “I want the pink one” Zachariah kept changing his decisions and was unsure at first; “I want the pink one”, said Zachariah. He wanted to have the same colour as his peers; however, while taking his time, Zachariah changed his decision and asked for the yellow card, demonstrating a

sense of autonomy through asserting their own choices and preferences. The

practitioner explained to the children that Diwali represents “light” by reading them a book that features colourful pictures, giving the children a visual representation of the culture and the festival they celebrate. The children all showed a lot of interest in what was being explained to them. Salma used her right hand to glue her card while developing and strengthening her finger muscles, which in time will be vital for writing skills. She then selected her own choices in decorating and which types of sequins she wanted to use on her card, “blue one”, said Salma as she continued separating all the blue sequins from the rest. Esme said, “I’m making for mummy”. Mae said, “I like sparkles”, while using language to share their thoughts and ideas. Throughout the session, all the children demonstrated good listening skills and were able to pay attention to details.



Making Rangoli Patterns – EAD Creating with Materials

To continue with our theme for Diwali, the practitioner prepared a colourful activity called Rangoli. It is a traditional Indian art that involves creating intricate patterns on the floor using colourful materials symbolising welcome and prosperity. The practitioner drew several pattern images on the paper and encouraged each child to take turn and choose which pattern they wanted to decorate. We had Sa'ad, Salah, Esme, Noah, Ayaan, Salma, Zachariah and Sylvie. Each child

selected their choice of pattern template and used the glue stick to spread the PVA glue all over the patterns while learning to use single handed tools with easy. Sa'ad held his glue stick using right-hand digital grasp and spread the glue all over the pattern. He then used his right hand and picked up a handful of the coloured rice and sprinkled it on the template. He then picked up a bowl of golden rice and poured the rice on the table. The practitioner reminded Sa'ad to use his thumb and index finger to pick up a little bit of rice at a time and sprinkle it on the paper. Noah was fascinated with this activity. He



held the glue stick with his right hand and spread a small amount of glue on his rangoli template. He then used the big pasta and placed the pasta in an upright position one by one. "More," said Noah when the pasta had finished in the bowl. He then looked over, and walked towards the other side of the table, picked up pasta from another bowl with his left hand and walked back to his side of the table. "Look", said Noah as he continued to place the pasta upright on the paper using [language to express themselves](#). This was a great way on [building their attention span](#), as the children [concentrated](#) in using the rice and the pasta to re-create the patterns on the paper.



Making Samosas – PD Health and self-care

Baking and cooking are a wonderful learning opportunity for the children to learn how to use [utensils, to measure, fine and gross motor skills and learning to follow instructions](#). Here in Rainbow Room, we focused on making a traditional Indian snack called Samosa. Children were introduced to some key words, e.g. Samosa, measuring, kneading, patting and learning the names of the ingredients used for this activity. We had Sa'ad, who repeated all the words, e.g. "samosa". Salah said, "Mummy makes it", and Ayaan said, "I want to make". For this session, we had Sa'ad, Salah, Salma, Ayaan, Zachariah, and Esme take part in the activity. The children used plain flour, water and oil to make the dough for the samosa pastry. Each child took turns to pour in the flour, water and oil into a mixing bowl. Ayaan had a go in using a wooden spoon to stir in the mixture and then passed it on to his peers to have a go. "It's not ready



yet", said Salah while touching the dough. Once the mixture was ready, the children all took a handful of the dough. The practitioner encouraged the children to use the palm of their hand to knead the dough to make it nice and soft "I'm doing it ", said Sa'ad as they used [language to share thoughts and ideas](#). The practitioner explained and demonstrated to the children how to roll the dough by patting it down, adding a spoonful of vegetables and molded the dough into a triangular shape. She encouraged the children to take one spoonful of the vegetable and place it in the middle of the dough and then use the side of the dough to cover the vegetable. All the children attempted to create the triangle shape by pressing the dough together using both hands. Once the samosa was cooked, it was nice and crunchy.

Star Room

Black history month



The children learned about some of the important people in history, celebrating their achievements during October, such as **Benjamin Banneker, Garette Morgan, and Madam C.J. Walker (Sarah Breedlove)**. The children participated in activities such as learning the time, doing a butterfly handprint, exploring diversity and talking about our skin colour and hair, role-playing traffic lights, tasting plantains, and dressing up while dancing to cultural music. The practitioner also read the 'Handa's Surprise' book and gave the children the opportunity to take part in a sensory activity of exploring the tropical fruits from the book.

Role-playing traffic lights

Communication and language – Listening and attention

Star Room and some Rainbow Room children participated in a traffic light role-play, as both rooms were combined on the play roof. The practitioner first placed a rectangular mat on the grass, representing a road. The practitioner made traffic lights by placing red, yellow and green coloured bowls on a piece of cardboard. The children gathered around the mat as the practitioner explained that they would play a traffic light game. The practitioner first introduced the name **Garret Morgan** to the children, who was an American inventor and the first man who invented the “**Three-way traffic light**” in 1923.



The practitioner placed some bikes and a car on each side of the road, and pedestrians/children held the students' hands, pretending to cross the road. The first children riding in the car and biking were Galad, Lia, Romy, Jasper, and Mikyle. Peri held the traffic light sign and went through the traffic light rules with the children. The practitioner explained to the children that we have traffic lights so that we follow rules whilst driving on the road. The practitioner asked the children what would happen if we didn't have regulations/rules on the road? Nell replied, “We will die”. Jasper said, “You will get hurt”. Leo then said, “We would need to call the ambulance”. The practitioner responded, “That's right, we would have a car incident”, [showing understanding of the need for safety, practicing some appropriate safety measures without direct supervision, considering both benefits and risks of a physical experience](#). Traffic light role-play with children teaches basic road safety, such as stopping at red and going at green. The children [followed instructions](#) to learn to listen for specific colours and follow the corresponding commands. This activity also helped the children recall what each colour means, which helped [build their memory and focus](#). Understanding the symbols also helped children connect colours with actions, preparing them to understand other road signals, such as the “red man” and “green man” signs. The children needed to practice a couple of times until they understood when to go and when to wait. The students on the opposite side of the road held some of the children's





hands when the practitioner called out green man and red lights for the cars when crossing the road. Calling out instructions supported the children's **language development, helping build their confidence** and encouraging them to use words. The children learned fundamental concepts like "stop" for red and "go" for green. They began to understand the importance of waiting for the correct signal before crossing, which can become a lifelong habit. Role-play allows children to practice safe road behaviour in a controlled environment. The children learn to take on roles like

pedestrian, driver, or police officer, **fostering imaginative play and empathy.**

Butterfly Handprint with skin tone colours - Understanding the world – People's and Communities



The children learned that all people are similar on the inside, despite having different skin tones, by creating handprints as part of a painting activity. This experience supported their understanding of colour mixing, **strengthened fine motor skills**, and **provided rich sensory input through the texture and feel of paint.** By using different colours on each hand and pressing them together, the children explored **how primary colours blend to create secondary colours.** In a group setting, the activity also **fostered social development by encouraging sharing, turn-taking, patience, and teamwork.** Children involved included Elias, Romy, Nell, Lia, Mikyle, Galad, Amaru, Tai, and Lillian. The practitioner asked **open-ended**

questions such as, "What colour is your skin?" and "What colour are the dolls' skin tones?" All the children correctly identified their skin tones. Elias responded to the question about the dolls with, "White and brown." Before painting, the practitioner read a story about '*Love all around the world*', which the children enjoyed. Lillian was the first to start and, with practitioner support, applied paint to both palms and made prints, happily saying, "I like painting." Romy described the paint as "slippery," Lia said it felt "cold," while Mikyle shared, "It feels hot. I'm ticklish." Nell, Amaru, and Tai also commented that it felt cold, and Elias, whilst

smiling, said, "You're tickling me!" Galad said it felt "nice." Mikyle and Elias **expressed a**



preference for using darker paint. Throughout the session, all the children were fully engaged and enthusiastic, using their creativity, senses, and language to connect with the activity.

Handa's Surprise - EAD – Being imaginative and expressive



The children gathered around the table to explore some tropical fruits. To help recall the story, the practitioner began reading the book to the children, and she used Makaton signs to name the animals and fruits in the book to provide visual cues to understand the text better. The children who showed interest in participating in this activity were Eli, Galad, Lia, Romy, Nell, Leo, Zenaiya, Lillian and Amaru. At the end of the story, the children were asked some questions to see if they remembered which animal took which fruit

from Handa's basket. Lillian remembered really well and was able to call out the correct answers, listening to familiar stories with increasing attention and recall. After the story, the practitioner

showed the children animals and fruits that were placed in the tray in the middle of the table and asked the children to name them. The children were able to name the animals and the fruits, apart from two fruits which they were not familiar with, which were a dragon fruit and a pomegranate. When the practitioner showed the children the pomegranate and asked them, Who knows what fruit this is? The children replied, apple and onion. The children showed fascination over the dragon fruit, and Lillian called out, "It's pink". After exploring all the fruits, the practitioner introduced an exciting game of guessing the fruits. Each child took a turn to blindfold their eyes with a small scarf and guess which fruit they were holding by feeling the texture of the fruit and smelling. This activity further helped support their cognitive, emotional, and social skills through teamwork and taking turns, including enhanced vocabulary, a greater understanding of healthy eating, and improved fine motor skills.



We had Eli, who went first and selected a kiwi. Amaru went next and picked up an orange, Lillian selected a dragon fruit, Zenaiya selected a mango, Nell had the pomegranate, Romy had the pear, and Jasper had a banana. The children were very intrigued and made some interesting observations while having a go, and were able to guess correctly what fruit they were holding. For example, while using her senses through smell and feeling the texture of the fruit, Zenaiya said that her fruit was heavy, which she was holding the mango. Amaru smelled her fruit, which was an orange, to find out what she was holding. Eli said his fruit was small and round. Nell also mentioned her fruit was the shape of a circle and was big. This was a great way to foster their sensory awareness, boosting their memory and learn new descriptive words. Towards the end, the practitioner cut the pomegranate in half for the children to see what it looked like inside, and the children tasted the pomegranate. This hands-on



activity provides a fun, pressure-free experience that builds their confidence, encourages curiosity, and helps star room children become more open to trying new foods.

Phonics - Literacy – Reading

The first phonics to learn are usually a group of high-frequency letters like s, a, t, p, i, n, because they can be combined to make simple three-letter words like "sat," "pin," and "pat". After learning these individual sounds, children move on to blending them together to read words and then learn other letters and combinations. Children learn that the letter 's' makes the /sssss/ sound and a ' makes the /a/ sound, and how to blend these sounds to form simple words like "sat," "as," and "sap". Learning these two sounds is a foundational step in phonics that allows children to start building words through blending and prepare for future reading and spelling. Romy, Amaru, Leo, Mikyle, Nell, Solomon and Eylas participate in this educational activity. The children concentrated on the letters 'S' and 'A' from the phonics book one.



The practitioner laid the letters 's' and 'a' on the table-and she had objects which were linked with the letters, placing s on one side and a on the other side, dividing the table into two. The practitioner first showed the children the letters 's' and 'a' and sang the Jolly Phonics song that relates to those two letters with actions. The practitioner also asked the children whose name starts with an S. Solomon replied, "Mine does". The practitioner asked what about A? The children called out "Amaru". The children were then given an object and asked to place the object onto the correct sound of the letter.

Leo went first and was given a spider and then a snake. He placed them both onto the letter S. The practitioner praised him, and he was very happy and gave a smile. Eylas was given a stone, he confidently said S and placed it onto the letter S side. Mikyle was given an ant and then a snail. He also placed them into the correct alphabet, ant on the A and a snail on the s. Romy was given scissors. She placed the scissors onto the letters. Amaru was given an apple. She was thinking about where to put it. Nell helped her and placed the apple on the letter a. Solomon was given an aeroplane. He placed his aeroplane onto the letter a side. Lillian also came towards the table and wanted to have a turn. She was given a strawberry and placed on the letter S. Last, we had one object left, which was the largest object, and the practitioner asked the children if they knew what it was called. The children were uncertain, and the practitioner called, "It's an abacus". Nell volunteered to place the abacus onto the correct letter, and she did. All the children were very excited to put the objects in the correct place and began to develop phonological and phonemic awareness.

Phonics

Diwali

The children participated in the theme of Diwali, which is a **Hindu Festival of Lights**, celebrated by millions of around the world, symbolising the victory of light over darkness, good over evil, and knowledge over ignorance. The name Diwali' comes from the Sanskrit word for row of lights', as homes and public places are decorated with rows of lit oil lamps called **diyas**. The festival falls between October and November, based on the lunar calendar, and includes traditions like exchanging gifts and sweets, sharing food, and setting off fireworks. The children participated in activities decorating lanterns, making diya's, exploring rangoli patterns, cultural dressing up and dancing and reading books and Diwali.



Decorating lanterns

Expressive arts and design – Creating with materials



Diwali is known as the Festival of Lights, a celebration of good over evil and new beginnings. It is traditionally marked by decorating homes with lamps, wearing new clothes, exchanging gifts, and enjoying special food with family and friends. To help children learn about this important cultural event, a lantern-making activity was introduced. This supported the development of **fine motor skills, creativity, confidence, and**

cultural awareness. Lia, Lillian, Mikyke, Galad, Jasper, Eylas, Romy, and Nell participated in the activity. The practitioner began by reading a story about Diwali, explaining what it is, who celebrates it, and why. **Open-ended questions** encouraged discussion. After the story, the practitioner asked, "What is a lantern?" Nell responded, "You put light in there," **showing her understanding**, while Mikyle expressed his interest, saying, "I want to make a lantern." The practitioner then shared that Isha, a staff member, would be celebrating Diwali with her family and friends and cooking lovely food, helping the children connect the learning to real life. The children were then shown how to decorate their lanterns and were given a choice of coloured paper. Lia, Galad, Jasper, and Eylas chose blue paper, while Nell, Lillian, Romy, and Mikyle selected red. Each child applied their own creative techniques: Lia used strips of tissue paper, crunched them into small balls, and glued them down with care, **strengthening her fine motor skills**. Mikyle followed the practitioner's demonstration closely and applied the materials with precision, **showing strong hand-eye coordination**. Romy used her **pincer grip** to carefully pinch glitter between her fingers and sprinkle it onto her paper, then proudly asked, "Faiza, do you like it?" Nell explored all available resources and used them creatively in her design. Throughout the activity, all children were engaged, made their own choices, and **demonstrated focus, creativity, and independence**. The experience allowed them to participate in a meaningful cultural tradition while building key developmental skills.

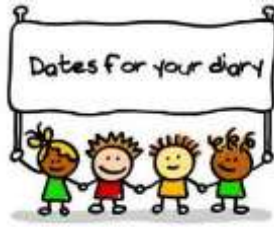


Mathematics – Patterns

One of the activities that the children participated part on Diwali was making rangoli patterns. The children who showed interest in this were Lia, Eli, Zenaiya, Amaru, Romy, Tai, and Elyas. The children were provided with some dough, different types of beans, pasta, rice and lentils. The practitioner first showed the children a book about Diwali, and showed the children rangoli patterns from the book. The practitioner explained to the children that it represents and brings happiness, positivity, wealth and good luck to those who celebrate Diwali. The purpose of this activity was to allow the children [to learn about different cultures and festivals](#). The children first made their own individual playdough where they were given bowls and spoons and used cups to measure and pour their ingredients, and used their spoons to mix, developing their simple [math's skills and fine motor skills](#). After pouring their flour, the children noticed that it was becoming harder to use their spoon; therefore, the practitioner asked the children to use their hands to mould their dough. Tai said, it is sticky, and the practitioner explained to him that he needs more flour. The practitioner then encouraged the children to use their hands to knead the dough into a soft texture by using the palm of their hands.



Once the dough was ready, the practitioner showed them a selection of beans which they could use to decorate their rangoli patterns. The children [used their imagination](#) and made their patterns by [making arrangements](#) and creating a mosaic-like effect. Lia was fascinated with her work and was very happy with her outcome, and said, “Look at my rangoli pattern”, Then Romy said, “I made a special pattern”. Elyas used his fingers to pick up some of the beans and place them on his dough, then he used the pasta to place them around the dough and said he made a star, telling the practitioner. Zenaiya was able to say the colours as she mentioned that the lentils were orange and the beans were black. All the children did well in making different patterns and even went through the different types of beans, such as white beans and red kidney beans.



Winter Holiday

Last day Tuesday 23rd Dec Nursery closes at 4 pm

– Re-open Tuesday 6th Jan 2026

Thurs 25th Dec – Public H

Fri 26th Dec - Public Holiday

Thurs 1st Jan – Public Holiday

Monday 5th Jan – Inset day

Eid Holiday

Around 19th March 2026 (To be confirmed)

Easter Holiday

Last day Thursday 2nd April 2026 Nursery closes at 4 pm

– Re-opens Tuesday 14th April 2026

Monday 13th April – 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

Did you know we're on Instagram

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

