



Roof top
nursery

Roof Top Nursery

We would like to welcome back all our existing children and their families, as well as our new children and families who have recently joined Rooftop.

We are excited to welcome the settlers we are expecting to join us in the upcoming weeks.



A very happy birthday to Leo, Iris, Lia, Leif, Oneida and Solomon!

Staff Continuous Professional Development

To start the new term, our staff attended Inset Day to develop the importance of improving staff knowledge, understanding and performance on the topic of **toilet training**. The training included interactive discussions and strategies to support and train the staff on this further.



Toilet training

The session started with helping the staff to understand their role in supporting the children to develop everyday independent skills at home and school and linking this to toilet training. The staff went through the stages of readiness for toilet training.

They explored the 5 steps and the basic skills for toilet training such as a child who can sit on the toilet/potty, follow simple instructions, stay dry for around ½ - 2 hours.

Toilet training can begin when children are physiologically and developmentally ready and they demonstrate the behavioural maturity.

Following the Inset day training session the practitioners have been implementing the information obtained and have been putting this into practise.

In preparation, Rainbow room children have been listening and looking at the potty training story books, role playing with dollies, potties and adding water to represent wee and brown paint to resemble poo, practitioners have also modelled how to wipe themselves after using the toilet with the doll. Children in pull



ups have also been supported by exploring the toilet area, sitting on the small toilets at nursery for a few seconds or minutes, using a sticker chart for those children that have began the toilet training process, pushing the flush handle and exploring visual cards outlining the steps followed for toilet training.

During the session we also discussed Physical readiness for toilet training where most children develop control of the muscles in the bladder and bottom by 18 months. Children should then begin to walk up to and sit on the toilet, pull their clothes up and down, understand instructions, where they can indicate or say they need the toilet

Toilet training is a process that requires attention, patience and time when providing support to children therefore it is important to identify when they are ready which is usually when they show interest, enjoy imitating others, and have a desire to receive praise for their accomplishments.

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 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 there 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 and **nappies, 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 5.55pm 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 been receiving any emails, then please get in touch. Email: office@rooftop-nursery.com
- **Tapestry:** If you need support accessing Tapestry, please contact 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.

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>

As we are approaching winter, we would like to take this opportunity this month to go through our illness and medication policy.

ILLNESS POLICY: Please advise the nursery prior to 9.30 am if the child will not be attending due to illness. Children who are ill (e.g., fever, infection, diarrhoea, communicable disease, or any other type or illness that may be passed on to others, with the exception of the common cold) should be kept at home to protect the well-being of staff and other children. If a child becomes ill while in our care, parents will need to make immediate arrangements to collect your child.

Children will not be allowed to return to the nursery until they have been symptom-free for at least 24 hours for fever and 48 hours for sickness and diarrhoea, for other illnesses, guidelines will be shared in line the NHS/ government guidelines. In some cases, a note from the doctor may be necessary.

PARACETAMOL EMERGENCY ADMINISTRATION CONSENT: At Roof Top Nursery we have a strict policy whereby if a child is ill or has a high temperature, you will be contacted and need to collect your child as soon as possible. This is to decrease the chance of spreading any illness. We are unable to administer Paracetamol for a child that has a fever, unless for teething purposes.

MEDICATION: Medication will be administered under the following guidelines

- All medication **MUST** be prescribed by the doctor (off-the-counter medication cannot be administered by the nursery except where this is accompanied by a doctor's note).
- All medication **MUST** be labeled with the child's name, date of dispensing, and dosage.
- Requests for administering medication **MUST** be written and signed on the medication consent form.
- Medication will only be administered by a senior member of staff (Deputy, Room leader, or Senior) and witnessed by another member of staff.
- All medication administered will be recorded on the child's medication record sheet and signed by the parent and staff member.
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ALLERGIES, ASTHMA, MEDICAL CONDITIONS: Parents to inform the nursery immediately if child has or develops an allergy, asthma, or a medical condition and to provide the nursery with full information regarding the condition and the treatment in writing.

Tips: How to Look After Your Child's Mental and Physical Health This Winter

- **Work Out Together:** The first way to beat the depressive season is to boost your mental health through physical activity.
- **Go Somewhere Fun:** Spending too much time inside could negatively affect your child's mental health.
- **Ask Them How They Feel** throughout the day and have the opportunity to share your day and their thoughts.
- **Wear Warm Clothing:** a few layers of clothing are always good and have weatherproof footwear.
- Get Sunlight throughout the day.
- **Encourage Good Hygiene practices:** washing hands regularly, disposing of tissues in bins
- **Eat Well:** a good balanced diet is always important for your health.

Supporting transitions within the nursery

Transitions & Key person support

The practitioners have continued to support the children who are moving up rooms to successfully transition to their new environment and learn routines.

They have been supporting the children to increase their independence such as supporting them identify their new pegs, serving themselves lunch, and taking part in more circle time sessions. Some of the babies who have moved into Rainbow room have shown a high interest in the mark-making table, so we have moved the mark-making area to the middle of the room to allow them to access it more easily and to provide space for more children. The practitioners have also removed any small or sharp objects in the room until the children develop a further understanding of safety.



Key person;

The children have been participating in language and social group sessions to develop their communication skills such as listening and attention, understanding of spoken language, and expressive language skills. The children are being supported in understanding sharing and turn-taking by introducing the three-minute sand time to take turns, understanding when an activity may finished.

The children have been supported by their current key person as they transitioned to their new room and spent time with them whilst handing over the important information, such as individual care plans, sleep times, sleep routines, and additional needs to the child's new key person.



The child's new key person has been introduced to the child's parents and liaising with them daily at feedback time on how best to support their child's individual needs. The child's new person has been actively involved in spending one-to-one special time with children to help support the bonding and confidence in the new environment.

The keyperson has been supporting the children in taking part in focused adult-led activities, and learning about the golden rules in Star room, and will continue to receive support as they familiarise themselves with where things go, including using the toilet area in their new room when going to wash their hands. The practitioner will continue to support the children's independence skills.



Star Room

Welcome to Star Room: Ihsaan, and Idris M have settled in well and they are building bonds with the practitioners and their peers. They have also been confidently exploring all the new toys and resources.

Important School Information:

The admissions process for children aged 3 and 4 is now opening (born between 1 September 2020 and 31 August 2021) for those who will start reception class at primary school in September 2025.

All parents should apply online before midnight on Sunday 15 January 2025, even if your child is already in the nursery class.

Useful link: education.hackney.gov.uk

Settling in Children/Summer Holiday

Settling the children, toileting and Physical activities

It has been lovely to welcome everyone back to Star Room after the holidays and see so many smiling faces. We have been using this time to re-settle the children, discuss what they enjoyed about their holidays and build their confidence. All the children have settled well, and some of them have been familiarising themselves with the routine such as snack time, lunchtime, tidy-up time, and time to go outdoors whilst implementing independent skills as the new children continue to become familiar with their new environment.



Star room children have taken part in various physical activities to develop their gross motor skills, along with supporting their toilet training as many children have returned from their holiday's toilet training. The children have also used art and design to create and draw together, helping the children work together and form new friendships.

Physical Development-Moving and Handling - Wheelbarrow and Roly Poly



The children participated in a Roly-Poly session and formed a wheelbarrow with their peers for one of our physical activities to develop their gross motor skills and learn different ways to move their bodies while encouraging communication and teamwork.



The practitioner first demonstrated how to do a roly-poly, and all the children observed giving their full attention, with confidence Leif excitedly said, "I can do that!" while bending, placing his head on the ground, and pushing with his feet to roll forward. After watching Leif, Siena followed and successfully did a Roly Poly, the children showed they can **maintain balance using their hands and**

body to stabilise. Marley, Maya, Teddy, Juwairiya, and Brinelle also attempted and were able to achieve their goal with help from the practitioner. Marley showed a high level of determination and asked for help several times until she perfected her movements.

Next, the children engaged in a wheelbarrow exercise, this involved one child holding the legs of another while they pushed themselves forward with their hands. Siena pushed herself forward with her hands while Leif held her legs, helping her move forward, they experimented with different ways of moving, testing out ideas and adapting movements to reduce risk. The children were fully engaged and encouraged each other throughout the activity, socialising and working together. As the activity progressed, the practitioner asked for volunteers to help her demonstrate the wheelbarrow pose. Leif eagerly grabbed one of her legs, and Marley held onto the other. Together, they helped the practitioner move forward as she pushed herself with her hands. The children laughed and cheered, excited to be part of the demonstration, while Siena and the others observed, clapping and encouraging their peers. This interactive moment not only strengthened the children's gross motor skills but also fostered teamwork, cooperation, and social interaction as they actively engaged with each other and the practitioner. The children could balance effectively, listen to instructions, and use their gross motor skill.



Communication and Language-Listening and Attention - Bike Racing

As the children have been focusing on physical activities and showing interest in a variety of skills since returning from the holidays, they all had the opportunity to practice their pedalling skills by racing alongside their peers, this allowed the practitioner to build on the children's strengths and help them develop new skills. The practitioner worked with the children in groups of three. Lia, Sienna, and Teddy confidently used the pedals while riding the bike. Aymen, Leo, and East practiced using the pedals to move themselves forward and the practitioner demonstrated how to push their feet down on the pedals.



After a few attempts, they managed to move forward for about 3-4 seconds, although they mostly went backwards after stopping, they were able to follow directions (if not intently focused). Most of the children were able to count to 5 before beginning their races.

Understanding The World - Butterfly Collage



Creating Collages provides children with a wide range of learning opportunities. The learning intention for this activity was to learn about design, and patternmaking, and develop practical skills such as glueing, picking, cutting, and tearing. Their concentration is tested as they solve problems and develop their ideas. In this particular activity, the children also learned about insects and used their imagination. Vanessa, Eli, Juliet, Siena, Lia, and Brinelle went into the garden to collect leaves. The children used their gross motor skills to pick up the leaves that fell on the grass, working together as a team. As they gathered leaves, Siena pointed to her T-shirt and said, "Look, I have a butterfly on my top," showing her friends the red and silver butterfly. She also said, "The leaves are red too," as she picked them up. Vanessa, Brinelle, and Juliet looked at Siena as she proudly showed off her top.



The children [showed care and concern for living things and the environment](#), as they didn't pick the plants or trees but only the ones that already fallen. Vanessa held the basket while her friends continued collecting leaves and placing them inside. After gathering the leaves, the children brought them inside to proceed with the activity. Marley and the other children who helped collect leaves participated by applying glue onto a large piece of white paper. This part of the activity required fine motor skills, and hand-eye coordination, as the children used glue sticks to stick the leaves to the paper. Brinelle, using her left hand, swirled the glue across the paper while watching her peers to see what they were doing next. Lia, using her right hand to apply glue, carefully picked up a leaf with her left hand, using a pincer grip to create a butterfly collage from the leaves she had gathered. Vanessa was deeply engaged in the activity.

The children [talked about some of the things they have observed such as plants, animals, natural and found objects](#). Vanessa applied a little glue onto the paper, then picked up each leaf one by one, thoughtfully creating her art collage. While she was focused on her work, she also observed what her peers were doing around her. The practitioner asked open-ended questions, such as, "Why do you think the leaves are turning red?" Marley answered, "Because it's summer.", [commenting and asking questions about aspects of the natural world](#). The practitioner explained that the leaves change colour as we transition from summer to autumn. "In autumn," the practitioner explained, "the leaves will turn from green to yellow, orange, and red, and eventually, the trees will lose most of their leaves." Marley responded, "Oh, so after summer, it's going to be autumn", [developing an understanding of growth, decay and changes over time](#). Through this activity, the children not only learned about the seasons but also worked together as a team. Meanwhile, the other children were engaged in different activities that had been set up for them to play.



Star room children concentrated on arts and crafts for a week as all children have been showing an interest in our arts and crafts table since returning from the holidays. This allowed the children to talk amongst one another, expand on their expressive thoughts and imagination and concentrate on their cutting skills to further develop their fine motor skills. The cutting activities are being made more challenging such as cutting on different patterned lines, cutting around shapes, cutting out things they like in a magazine and many more.



Making hot air balloons **Expressive Art and Design -** **Creating with materials**

As all the children enjoyed playing with balloons, they had the opportunity to decorate hot air balloons which had been cut out from white paper. They used sequins, glue, tissue paper, glitter, feathers, and gems to decorate them. While they were decorating, the children discussed what hot air balloons do. They learned how the heat from the fire makes the balloon inflate, lifting it off the ground and into the sky. They also learned that there is a basket attached to the balloon for people to stand in and travel. Marley mentioned, "The hot air balloon has lots of air in it." East was asked where he would go with his hot air balloon, and he responded, "The park." The children [played cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.](#)



Juliet used her right hand [showing a preference for a dominant hand](#), she held the glue stick, spread it onto the paper and then sprinkled some glitter on it, she also used pieces of tissue paper. At one point, Juliet said, "It's very sticky," and was told that the glue is sticky so the decorations can stick to the paper. When asked who she would take on her hot air balloon, Lia replied, "Jasper."

Some children [played alongside other children who are engaged in the same theme.](#) The children enjoyed learning about hot air balloons, understanding their purpose, and discovering how they work with a combination of heat and air. They explored the textures of the decorations and used different skills while creating their hot air balloons. They were actively engaged in the activity and remained focused for a significant amount of time, and they chose particular movements, instruments/sounds, colours and materials for their own imaginative purposes.

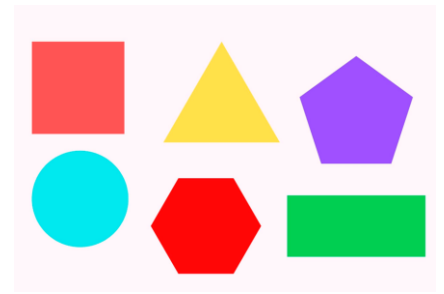


Cutting around shapes

Physical Development - Moving and handling - Math's



Star room children took part in a cutting activity which also enabled them to use math's skills. Maya, Marley, Siena and Juliet were given a piece of paper with a range of different shapes on it such as a heart, square, rectangle, circle, oval and a triangle.



The children were then asked to identify the shapes. Once each child selected a shape, the practitioner asked open-ended questions such as "How many shapes do you have on your piece of paper? Let's count them together?"

The children pointed to each shape as they counted them confidently and gave the correct answer, showing they are able to **point or touch (tag) each item, saying one number for each item, using the stable order of 1,2,3,4,5**. The children were given a choice of normal scissors and pattern scissors. Siena chose patterned scissors, Marley and Maya confidently cut around the lines with a few wonky parts and were able to name the shape once she had finished cutting. The children were able to **link numerals with amounts up to 5 and maybe beyond**. Siena and Juliet can cut confidently **showing their dominant preference hand**.



Overall, the children enjoyed the activity and wanted to cut more shapes and were able to **predict, move and rotate objects to fit a space**.

Autumn

The children participated in an Autumn theme exploring and learning about the changes of the weather and what happens during this season through different activities. The children focused on what fruits and vegetables grow in Autumn and explored Autumn animals.

Making people using leaves

Personal Social and Emotional Development- Health and self-care



Star Room took part in an autumn activity, making people out of leaves. To begin with, Marley, Juliet, Lia, Teddy and Ayman went to the garden to collect different leaves for the activity and worked in groups. Marley had Juliet while Teddy worked with Ayman and Lia. Ayman required a few prompts to begin collecting the leaves, once engrossed Ayman and Teddy were able to collect a good amount of leaves and place them in their basket, **showing they can follow directions (if not intently focused)**.



Teddy said “This leaf is yellow, and this one is red” as he compared their differences, [beginning to use more complex sentences to link thoughts](#).

The children returned inside to do their activity on a large piece of paper with glue. They discussed what happens to the leaves in autumn. Marley commented “The leaves fall and change colours” Then Juliet was asked if the leaves are the same shapes and she said “No, this one is bigger”. Teddy mentioned, “the leaves are soft”. Lia used her right hand to hold the stick to spread the glue, then she stuck the leaves down and took a picture of herself. Teddy was making hands out of the leaves and went through the names of different fingers such as thumb, index finger, and middle finger, [showing confidence in choosing resources and perseverance in carrying out a chosen activity](#).



Marley was very focused during the sticking activity. Ayman explored the texture of the glue and was fascinated by its sticky texture. Teddy mentioned, “If you don't use glue, it won't stick”. The children enjoyed talking about the different colours, textures and sizes of the leaves and how they enjoyed collecting them. Juliet said to the practitioner, ‘This is my eyes and nose’, [being able to name and identify different parts of the body](#).

Autumn sensory bin **Communication and language – Speaking**

The children showed interest in exploring and playing with autumn themed items that were added to a tray. Teddy, Vanessa, Marley, Eli, Brinelle and Lia gathered around the tray.

The practitioner first introduced the objects, which were a combination of real and pretend objects. Firstly, they were shown two leaves and asked which one was real. Marley pointed at the real leaf and said, “This is a real leaf”. When the practitioner asked, ‘How can you tell?’ She pointed at the pretend leaf and said, “Because this one is flattered”, whilst feeling the texture. She was able to tell the difference by also feeling the texture and [noticing detailed features of objects in her environment](#). This encouraged the children to look closely at detailed features of the natural world.



Eli showed interest in playing with the vegetables, he picked two potatoes and said, “potato”. He also smelt the onion and the potato as he noticed the onion smelt stronger. The practitioner showed the children a mini pumpkin and corn and asked



the children if they knew which one was real. Teddy pointed at the corn and said, “This one isn't real”. Vanessa, Lia and Brinelle were also feeling the different items such as conkers, acorns and wood. The children were able to answer some of the open-ended questions the practitioner asked such as, ‘Where do onions, potatoes and pumpkins grow?’ and the children replied, “In the ground.” When the practitioner asked, ‘Where do conkers and acorns grow?’, Marley replied, “on the tree”. The children were [talking about some of the things they observed and were able to understand growth, and changes over time](#) and familiarise themselves with the objects and changes related to Autumn.



This was followed with a story session in relation to Autumn. Maya joined in and talked about some of the things she noticed outside such as the leaves falling and changing colour. These activities supported the children to explore using their senses, developing their language skills and understanding about changes in the world.

Bonus sessions

Football - Physical Development - Moving and Handling

The children took part in their first football session of the new term and for some children, it was their first time taking part as some children moved into the Star room in September. The children who participated were Marley, Lia, Siena, Leif, Marley, Juliet, Mia, Brinelle, Zephaniah, and Leo.



The coach introduced himself to the new children and they started the session with some warm-ups. The children lined up against the wall as the coach went through the rules and then they were instructed to go around the cones pretending to be animals. Firstly, they pretended to be a kangaroo, whilst jumping around the cones, **negotiating space successfully, adjusting speed or changing direction to avoid obstacles.**

The children also pretended to be a giraffe putting their hands up whilst walking around and stretching their arms up. When the whistle blew the children froze.

The children were then put into groups of two so they could concentrate on their catching skills. Siena and Maya, Leif and Lia, Juliet and the coach, Marley and Mia, Brinelle and Zephaniah. The children showed **increasing control over an object by pushing, patting, throwing, catching or kicking it.**



To end the session the children pretended to be elephants stomping but trying not to step on the cones. They jumped around the cones when the whistle blew, **using hands, arms and body to stabilise and balance.**

Rainbow Room

Welcome to Rainbow Room: Paloma, Katana, Galad and Solomon

Reminders

If your child is toilet training, ensure your child has plenty of wipes and spare clothes and that these are labelled. Developing independent toileting skills is an important part of your child's development. Please support them in this by avoiding clothes with difficult fastening that might prevent quick undressing when a visit to the toilet is needed (awareness of needing the toilet can be very last minute when your child is engrossed in play)

Transport

The children were supported in setting into the nursery after coming back from their summer holidays they were reintroduced to the nursery routine and supported in playing and bonding with each other. The children participated in a '*Transport*' theme following child-led interest as most children showed interest in playing with cars and transport toys during free play. The children participated in activities such as painting with cars, exploring transport toys in sensory play, playing racing games with cars, reading books about transport and many more.



Expressive arts and design - Painting with cars

The children took part in a painting activity using cars where they were provided paper, two different coloured paint, red and blue, different vehicles and paintbrushes. The children who participated were Sophia, Ibraheem, Jasper, Nell and Galad. The practitioner first demonstrated to the children as she placed one car into the paint and rolled it on the large paper. The children observed the practitioner as the car printed lines and formed different marks and patterns on the paper as all the cars had differently shaped tyres.



Jasper showed the practitioner his car and said, "my race car" as he dipped his car into the blue paint and started to make up and down motions on the paper with his car, he then pointed to the line and said, "car tracks". Ibraheem then showed the practitioner his vehicle and said 'truck' he then pointed to the red paint and said, "red" and dipped his truck into the red paint and drove his vehicle back and forth on the paper. The children **enjoyed and responded to playing with colours in a variety of ways, for example combining colours** as they observed the paint turning purple when the blue and red paint mixed. Sophia used the paintbrush and started to paint the wheels of her car red. Galad chose the red car and dipped it into the red paint and formed up and down motions with his car on the paper. Nell showed interest using her hands

and painted them with blue paint and formed marks on the paper using her hands. The practitioner spoke about different patterns and shapes.

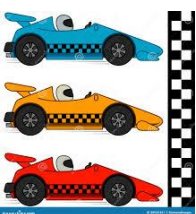
This was a great activity for the children to learn about colours, naming different transport vehicles, enjoying messy play, and using their gross motor skills.

Car race game

Physical development – Moving and handling

The children participated in a car racing game during outdoor play. Jasper, Felix, Elyas, and Ibraheem showed interest. The practitioner placed masking tape on the grass forming two long straight lines and provided two wooden cars each. Jasper and Felix volunteered to take a turn first as cars are their interest. The practitioner waved a flag, said “On your marks, get set, go!” and blew the whistle. The children then used their arms to push their cars and observed whose car was going the fastest. Each child had two turns, and the practitioner praised the children with a high five.

The second set of children who had a turn were, Elyas and Ibraheem. They both listened carefully to instructions and waited for the practitioner to say “go” and blow her whistle. The children **showed satisfaction in meeting their own goals and being proud of how they accomplished something**. The rest of the children stood and cheered for their peers. Jasper and Felix both wanted to wave the flag. Jasper said it was his turn to wave the flag and said, ‘ready, steady go’ as he waved the flag, and the practitioner pushed her car. Elyas wanted to have another go with the practitioner as he enjoyed this activity and showed satisfaction in meeting his goal.

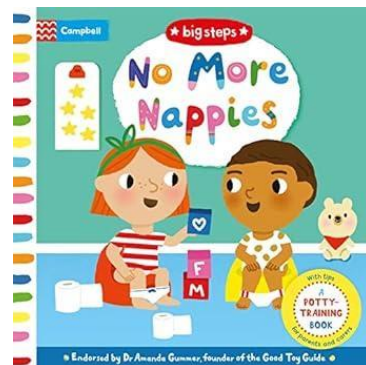


Overall, the children had fun whilst they practiced strengthening their muscle movement along with using their hand and eye coordination to direct their racing cars and built on their ability to follow simple instructions.



Toilet Training/Oral Health

We focused on supporting the children to become more independent in using the toilet as most children have turned 27 months and have shown interest in using the potty/toilet both at home and in the nursery. We have also started focusing on oral health such as learning the importance of brushing our teeth as part as of our daily routine. During free play, the practitioners have set up potties, dolls, nappies, and pants for the children to explore and role-play as well as read books about toilet training.



Personal, Social, and Emotional Development – Sense of self - Toilet/Potty training



Rainbow Room children took part in an activity to support their independence through toileting as some children have started toilet training. The children who showed interest in this activity were Sophia, Felix, Mikyle, Jasper and Nell. The practitioner showed the children a book called 'No More Nappies' and read it to the children at the end of the activity which prompted discussion of who was wearing nappies and who was in pants.

The practitioner placed some items onto the table such as dolls, nappies and pants and used a doll to demonstrate how to clean themselves after using the toilet and what to do next.

Each child had a turn to place their dolls on a potty and the practitioner asked the children if their doll is doing a wee or a poo. When the child replied, 'wee', the practitioner poured a bit of water inside the potty, and if the child said, 'poo', then the practitioner placed a bit of brown paint which resembled poo into the potties. All children had a turn at taking some tissue and wiping their dolls and then placing the tissue inside the potty and pretending to flush it away. The children enjoyed this activity and found it funny as they were all giggling when they said, "poo!". They were reminded that wee, and poo goes in the toilet.

The children went through the steps when using the toilet such as pulling their underwear down, sitting on the toilet, doing a wee or a poo, wiping themselves, pulling their underwear back up, and then flushing the toilet. They also learned what to do after using the toilet such as washing your hands and then drying them.

The children enjoyed this activity as they were able to practice these core independent skills using their doll whilst playing and learning. This activity will also teach children to [show awareness of](#)

[bowel control and to be able to communicate their need for the toilet](#). The practitioners will continue to set up the potties, dolls, underwear, and nappies in the room for the children to play and explore through free play.

Brushing teeth

Physical development - Health and self-care

Rainbow room children learned about the importance of brushing our teeth. The practitioner set up an activity with toothbrushes, toothpaste, visuals of teeth and pictures of teeth and she explained to the children why it is important to brush our teeth regularly. The practitioner then got a brush with a bit of toothpaste on it and demonstrated to the children how to brush our teeth using the large denture. As she was demonstrating, she was explaining 'we have to brush our teeth in round circles and up and down'. This activity supported the children to [develop some](#)



independence in self-care and show an awareness of routines such as brushing their teeth but still often may need adult support.

Sophia was really interested and held a brush and tried to squeeze the toothpaste out, with a bit of help from the practitioner she then started to go back and forth with the brush on the visual. Sophia then said, "Look I can do it". Ibraheem also had a turn with a toothbrush and put some toothpaste on it, but he started to brush his own teeth by chewing onto the brush as he liked the taste of the toothpaste. Nell also had a turn with one brush with toothpaste on there and started brushing the teeth of the visual and did it independently. Jasper was using his right hand whilst holding the brush and making back-and-forth movements onto the visual of the teeth. The practitioner asked him "Do you brush your teeth at home?" He replied "Yes". He then pointed to the visual and said, "tooth".



Autumn

As the season has changed, Rainbow Room took part in autumn-themed activities that provided sensory experiences and opportunities for early learning. We had natural resources such as acorns, pumpkins, and leaves with vibrant colours to engage the children's developing senses. The children took part in leaf printing, making hedgehogs, going on scavenger hunts and more. These activities offered a chance to explore nature, developing their fine motor skills when collecting leaves, or painting pumpkins as well as developing their creativity.



Understanding The World- Autumn leaf printing

In line with our theme, the practitioner prepared an activity with red and orange paint, leaves from the garden, and plain paper for the children to participate in leaf printing. She explained why the leaves were falling and changing colour from green to red, asking, "Have you all seen falling leaves?". Mikyle responded, "I see them in the park", showing he [can talk about some of the things he has observed such as plants](#). When the practitioner said, "We are going to do leaf printing. Who would like to print leaves?" all the children gathered around the table. She asked them to get aprons from under the water tray. Mikyle understood the instructions, went to pick one up, and put it on by himself while others needed guidance.

Paloma, Jasper, Nell, Ibrahim, Mikyle, and Galad used their fine motor skills to paint the leaves on the white canvas. Mikyle didn't want to print leaves; instead, he picked up a paintbrush, dipped it in the orange paint, and applied it to his paper, using [his hand-eye coordination](#) to complete his artwork, [enjoying and responding to playing with colour in a variety of ways, for example combining colours](#). He enjoyed using the brush and spent a significant amount



of time at the activity table, remaining focused and attentive. When he was finished, he said, "I wash hands," and walked toward the bathroom with the practitioner.

Nell picked up a small leaf, dipped it into the paint, and printed it on her peer's paper using her dominant hand. Paloma observed her peers, took a long leaf, dipped it in red paint, and printed it on her paper. She then dipped it in orange paint and repeated the process several times. Jasper initially enjoyed painting with a brush, but when he saw others and the practitioner using leaves, he put his paintbrush down, picked up a leaf, dipped it into the paint, and mixed both colours, [continuing to explore colour and how colours can be changed](#), becoming fully engrossed in the activity. Ibrahim and Galad used both paintbrushes and leaves, enjoying the sensory texture of the paints. All the children were engaged and thoroughly enjoyed the painting activity.



Physical Development- Moving and Handling - Making playdough hedgehogs

Rainbow Room took part in making hedgehogs out of playdough. The practitioner had set out flour, water, oil, and brown paint to give the hedgehogs their colour. The practitioner showed them a book



about different animals and pointed to the fox. Nell said, "That's a fox." Sophia pointed out the owl and said, "It's an owl." When the practitioner pointed to the hedgehogs, Amaru and Elyas looked at each other and smiled, unsure. The practitioner said, "This is a hedgehog, and look, it's brown and has spiky quills." Nell said, "It's not soft." As we discussed hedgehogs, we began making the playdough. Each child had a bowl with a spoon and started mixing the ingredients. Nell said, "It's sticky," [willing to try a range of different textures and expressing a preference](#) while Amaru rubbed her palms together, looking curious. Nell and Amaru took turns pouring in the brown paint, exclaiming "Wow!" in excitement. We then combined all the mixtures to perfect the dough.



The practitioner helped distribute the dough, so everyone had some to play with. She demonstrated, "Look, I'm making a circle so I can shape the hedgehog." The children began to imitate her actions, [using movement and sounds to express experiences, expertise, ideas](#).

We used spaghetti to represent the quills. Sophia went ahead and added googly eyes and plenty of quills, saying, "This is my hedgehog." Elyas, Paloma, Nell, Jasper, and Amaru followed. Jasper said, "I need eyes," while pointing at his dough. When he added the eyes, he exclaimed, "Look, my hedgehog!" Jasper and Nell even added conkers to their hedgehogs, with Jasper saying, "This looks like a snail," while smiling, [bringing in his own ideas and creativity](#). The children showed great engagement in the activity, remaining focused and attentive throughout. They developed their sharing skills and bonded well while imitating each other's ideas.



Sunshine Room

Settling in week

Theme: Welcoming children back & Transport

Sunshine Room children were happy to come back to the nursery environment after their summer holidays and explore different activities and free play. The children enjoyed talking about their holidays and the different places they have been with their parents through key words and gestures and support from the practitioner, they were provided with different activities that were related to holidays such as drawing their favourite place or something they had mentioned, reading stories about holidays and fun bonding games to help settle them back in.



Drawing and talking about our holiday:

Expressive Art and Design/ Creating with materials

All of our babies enjoyed taking part in drawing activities and talking about their summer holidays. The practitioner provided some pictures that were related to going on holiday, white paper, and crayons for them to draw and to be able to [experiment with a range of tools and materials](#).

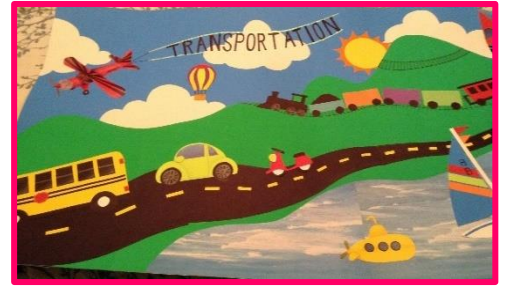
The practitioner started the activity by asking the children about their holidays and where they went with their parents, and following their understanding, the practitioner was able to show them pictures of an aeroplane, museum, beach, swimming pool, road trip and zoo. Tai, Alfred, Mae, Esmé, Solomon, Syra, Salah and Sa'ad were all engaged in the activity with the practitioner as they were able to identify some places they went especially the zoo, aeroplane and a swimming pool. Solomon recognised the road trip image and repeatedly said "car, holiday". Alfred was very excited as he had so much to say about animals and was looking at the zoo image, pointing and labelling the "elephant and giraffe" and repeating the words, as the practitioner encouraged him to draw his animals he was pointing and repeating the words, [notices and becomes interested in the transformative effect of their action on materials](#).

The children were able to hold crayons in their hands and make some lines and showed a great grip on the writing tools. [Mirrors and improvises actions they have observed](#). Overall the children enjoyed looking at the images and reflecting back and making connections to their past experiences while also making lots of marks.



Transport

Following our discussions with the babies after settling back into the nursery, it showed most babies had been travelling and this sparked an interest in different types of transport, therefore we began expanding their understanding of transport such as washing cars, making roads with cars, and sensory bins with transport. The purpose of all these fun activities is to support the children's understanding of the world, expand their sensory exploration and harness their fine motor skills.



Washing cars

Physical Development/Moving and Handling



In Sunshine room, the children enjoyed a fun session washing cars with sponges as a follow-up activity from the child-led interest in transport. The children played with warm water in a tray, washing different cars by picking up the cars in [palmar grip](#) and shaking and waving them between two hands.



Tai, Alfie, Salah, Sa'ad, Esmé, Mae, Zachariah and Syra were all engaged in the activity, splashing the water on each other's faces and washing the cars with their sponge as they [enjoyed the sensory experience of water](#). The practitioner supported the children by saying key words such as 'wash, scrub, clean, bubbles, soap, sponge' etc. They also named the colour of the different cars, mentioning how many wheels were on the cars and how they go up and down on the road. To further support the children's development, the practitioner sang *Wheels on the Bus* to the children, and they all happily sang and pointed at the cars. Through this activity, they were able to explore and learn about transport, expand on their sensory experiences and were able to identify the resources the practitioner used for the activity.



Road Painting

Understanding The World

Sunshine room children took part in painting roads with the support of the practitioners following on with their transport theme. The children were provided with cars, black paint and white paper for the children to make their roads. Tai, Alfie, Salma, Esme, Mae, Zachariah, Salah and Sa'ad showed excitement around the table and were ready to start the activity as they [enjoyed the sensory experience of making marks with paint](#).



The children dipped the cars into the paint and then rolled them on the paper while using the word “road”. Esme, Tai and Alfie were engaged in exploring the paint and they then were able to use their hands to feel the texture of the paint. To enhance the children's development and learning, the practitioners made sounds of cars passing by on the road and then to further extend their learning added some road puzzles on the floor and then allowed the children to explore and play with the cars. The children enjoyed exploring and playing as they were able to stay engaged in the activity for a while.



Oral hygiene/ Teething

Sunshine room children enjoyed taking part in different activities related to oral health as part of their learning to support their understanding as most of our babies were experiencing teething. Sunshine Room children had been struggling with mouthing different things, and seeking comfort in different objects, so they were provided with a variety of resources to support their teething stages such as learning to brush their teeth and gums, exploring frozen fruits and chewy toys for comfort and support for their gums. We also used playdough, created paintings of their mouths and practiced counting teeth.



Extracting teeth with Playdough

Physical Development/ Moving and Handling

To reintroduce the babies to oral health the babies took part in an exciting activity with the practitioner using playdough. The children were provided with an opportunity to make their healthy gums and then add teeth.

To begin the activity the children helped the practitioner make the pink and healthy gums with playdough as they [began to learn how resources are used in different ways](#). The practitioner provided the children with a bowl, flour, oil, red paint, white paint to make the pink colour and a cup of water. Alfie, Mae, Salma, Sa'ad, Salah, Zachariah and Syra helped the practitioner add all the ingredients into a big bowl and then one by one the children took turns mixing the ingredients until they made the playdough. The practitioner used words such as *red, soft, gums, and mouth* to support the children's understanding of what they were making and guiding their understanding throughout the activity. All the children were provided with playdough once it was ready, and they [enjoyed the sensory experience of](#) feeling the playdough in their hands.



The practitioner used a mouth moulder to show the children what they needed to make as an object of reference and with support the children used

both hands to hold the playdough in their hands and tried their best to make their healthy gums. Then, using small pieces of paper to represent teeth, the children were able to add the paper into their dough using their **pincer grip** to hold the pieces of paper and pretend to make teeth. Zachariah, Salma, Alfie and Syra were engaged in exploring the playdough and imitated the practitioner in counting and pointing the teeth, they also picked the teeth out. Mae was more interested in pulling the dough apart into pieces. Sa'ad and Salah were more interested in adding cars into their playdough by trying to cover it. The practitioner spoke to the children about the importance of keeping their teeth clean so they can stay healthy. This activity supported the children with their understanding of oral health in a fun way and also being able to use their fine motor skills.

Painting teeth: **Physical Development: moving and handling/health & self-care**



The children were shown an image and model of a mouth describing that it was pink, and pointed at the gums and teeth, then they talked about how they were going to make their mouth and paint some teeth.



The practitioner provided some mouth-shaped paper, small sponge pieces, and white paint and then demonstrated how to dip the sponge into the paint and stamp onto the paper to make their teeth.

Alfie, Matteo, Salma, Mae, and Noah took part by **grasping** a sponge and dipping it straight into the paint. Alfie and Matteo printed their sponge on the paper and Alfie said "Stamp, stamp". The practitioner supported Noah and the others by showing them how to print and stamp on their paper, which they attempted and required ongoing support and guidance. Noah held the sponge using his left hand, he dipped and pressed it onto the paper 2/3 times. **When holding marking tools, the children made connections between their movement and the marks they made.** Alfie and Matteo enjoyed dipping and making marks and were provided with extra paper as they enjoyed making marks on the paper. The practitioner asked them how many teeth they had and counted. Syra was observing and later joined in by holding the sponge.



Brushing teeth

Sunshine room babies also had a session brushing their teeth with adult supervision which they enjoyed, and this supported independent skills as well as encouraging self-care and good hygiene.



Bonus sessions

Yoga

Sunshine room children engaged in yoga. The practitioner set up the garden area with mats for the children to lay and relax with some calm music to set the mood. Syra and Alfie went on the mats to lay down on their back, lifting their legs up and down to stretch, **expressing and responding through body movements and expression**. Both Alfie and Syra listened to the practitioner's instructions, lifting their legs up and down again.



Mae saw her peer's doing yoga, she put her toys down and joined by laying on the free mat with her stomach down and rolling sideways to get into position with her back on the mat. She followed the practitioner's instructions and put her legs up and down. Mae went to the practitioner's side and followed a different step (reaching your toes). Sa'ad joined in and watched his peers then tried by reaching his toes with both hands. Tai joined the rest of the group to do some yoga poses too, he laid on the mat stomach down and lifted himself to make the downward-facing dog pose.



Forest Play

On the way

We want to welcome Leo, Lia, and Mia to their first session of Forest Play since moving up to Star Room. They did incredibly well and participated in all the activities, including the scavenger hunt, hide and seek, log climbing, and mud painting. The children walked to the park with Hafiza, and another practitioner, in pairs or groups of three, holding hands. Altogether, 11 children went on the trip. Along the way, they showed interest in walking through puddles near the pavements. Leif noticed antennas on a house and pointed them out, as well as cars and vans passing by, and he began counting them. At one point, while holding the practitioner's hand, Leo talked about what he could see on a board, pointing out the wheels on a car and explaining that both cars and fire trucks have wheels. At the same time, Maya told the practitioner that this was the way she would walk home with her mummy, daddy, or Rafal. When we reached the zebra crossing, Hafiza stopped the group and reminded the children to look right and left before crossing the road. When a car stopped at the crossing, Leif said, "Now we can cross the road." Once at the park, Hafiza gathered the children



and instructed them to remove their harnesses. She asked them to form a straight line, and when she said, "On your marks, get set, go!" the children raced, with Leo, Mia, and Lia joining in for the first time. After Hafiza gave the instruction to stop, the children paused, waited for her to tell them to make a line again, and then ran once more. They were all excited to participate in the race. When the children arrived at the nature area, the practitioner reviewed the rules: no picking, no licking, and to be mindful of dogs and bees. If they saw a dog or bee, they were told to cross their arms in an "X" shape (the X factor), stay very still, and avoid looking directly into the animal's eyes. They were also reminded not to go past the red tape. The children asked open-ended questions, and the rules were discussed. Once everyone understood, they engaged in different activities, exploring and enjoying nature.

Mud Painting

The children then went off to either mud painting or log climbing. They gathered around Hafiza, who was sitting near the mud pit. The children who showed interest in mud painting were Mia, Ayman, Maya, Teddy, Leo, Leif, Juliet, Siena, Marly, and Lia, they were given buckets and paintbrushes. First, they used shovels to dig mud into their buckets, and Hafiza supported them by pouring some water and helping them mix it.



While digging in the mud pit, the children discovered a slug and had a conversation about it. Afterwards, the children went on to paint the logs. They were able to give meaning to their marks. Maya said she was painting a dinosaur, and Marley said, "I'm painting me and Teddy in the park." Leif asked the practitioner, "Guess what I'm painting," as he wanted the practitioner to guess first. Mia chose to paint the bit of grass that was growing out of the log.

Log Climbing

While some children were doing mud painting, the rest were climbing the log.



Once the children finished painting, they joined in the log climbing. The children who showed interest in climbing were Eli, Leo, Marley, Siena, Lia, and Maya. These children were very confident in climbing up the log from the lower end, using their knees and hands to crawl upwards. When they reached a certain height, they wanted to stand up with support from a practitioner and jump off. At first, Eli was afraid to jump, but with encouragement from an adult, he jumped while holding the adult's hand. After that, he wanted to do it over and over again. As the children gained confidence, they kept repeating that they wanted to jump again. The practitioner continued to support the children until they became confident enough to jump off by themselves the next time.



Scavenger hunt

Star Room children participated in a nature scavenger hunt. The practitioner had a checklist with various items such as sticks, grass, clouds, birds, dogs, holes, conkers, squirrels, and more. The practitioner explained to the children that their task was to walk around in groups, some with practitioners, and search for the items on the list. As the children explored, Teddy joined the practitioner and began pointing out what he could find, including grass, a hole, and sticks. The practitioner praised him, and Teddy felt proud of himself. Afterwards, he told the practitioner that he wanted them to help look out for dogs because he hadn't seen one yet and wanted to tick that box. Leif confidently and neatly marked off each box with a tick as he found the items.

When he discovered a hole in a log, he called the practitioner over and pointed to where the hole was. Since it was Mia, Lia, and Leo's first session, they needed some extra guidance from the practitioner. While they enjoyed colouring the paper, the practitioner helped them by asking, "Can you see any sticks or twigs?" Lia responded, "Yes," and when the practitioner asked her and Mia to show where they saw the sticks and twigs, they ran to different places and picked up the sticks they found. Marley, Maya, and Siena were fully engaged in the activity, using their magnifying glasses to search for the items on the list.

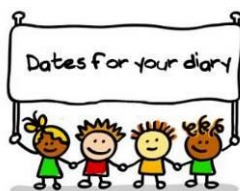


Hide and seek

All the children were very excited to play hide and seek, which was the last game before they headed back to the nursery. Hafiza started counting from one to ten, while two groups of children went to hide, each group accompanied by a practitioner. As Hafiza began searching, she called out, "Where are you?" The children in one group excitedly shouted back, "We are, we are here!" Hafiza repeated the question several times, and the children responded again and again, trying to contain their laughter while staying hidden. Hafiza soon found the first group, and together they went to search for the second group. As they continued, Hafiza and the children chanted, "Where are you?" The second group responded loudly, "We are, we are here!" After some searching, Hafiza and the children found the second group, who were just as thrilled to be discovered.

Once both groups were found, the children laughed and cheered, excited about the game. With smiles on their faces, they all headed back to the nursery.





Parents Afternoon

Thursday 5th & Friday 6th December
(9am to 11 am, 2pm to 2:30 pm & 5:00-5:30 pm)

27-month review

Thursday 24th October
Wednesday 6th November
Thursday 14th November

End of Year Party

Thursday 19th December (3pm to 5pm)

Winter Holiday

Last day Friday 20th Dec Nursery closes at 4 pm
– Re-open Fri 3rd Jan 2025
Wed 25th Dec – Public Holiday
Thurs 26th Dec - Public Holiday
Wed 1st Jan – Public holiday
Thursday 2nd Jan – Inset day

Review us

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

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

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

Comments/ Suggestions

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

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