

A very happy birthday to Jad, Emmett Lowen & Zephaniah



Roof Top Nursery

A big thank you to our dear parents and carers for attending our end of year party and for kindly bringing in food and drinks for everyone to share.

The children had a fantastic time and lots of fun engaging in musical bumps, passing the parcel, and eating the delicious food as well as the lovely gifts that were given to the children. It was a great afternoon with lots of fun entertainment and activities! A special thank you to our nursery cooks for serving the yummiest food!!



A huge thank you to the manager Hafiza for the lovely gifts bought for all the children. We hope all parents enjoy opening them with your children!

Once again, a huge thank you to all the parents and staff who donated to Children in need.



Congratulations to Mikaeel's parents on the arrival of their new baby!





Some of our amazing pictures for our end of year party



Thank you to all the parents who have been generously gifting all the lovely presents to all the staff at the end of year. This has been appreciated so much by all the Rooftop staff, means so much to us and cannot thank parents enough for your continuous support. We wish you all a lovely holiday.



Parent Notices

Henry: Healthy Start, Brighter Future

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

Opportunities include:

- Online parent support groups run by a HENRY facilitator – a chance to share experiences with a small group of other parents, find ways of reducing stress and gain new ideas to manage daily family life and get your little ones off to a great start.
- Sessions on specific topics such as introducing your baby to solids or tackling fussy eating – provided on the phone or via video calls.
- Having a HENRY Buddy - someone who will keep in regular contact with you, providing practical and emotional support to help you through the challenges of family life.



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

Parent's afternoon: Mon 22nd and Fri 26th March

Thank you to everyone for taking the time out for our virtual parents' afternoon. These meetings are really important to stay updated with the children's progress and development.

27th Month health and progress checks

Our 27-month review was held on Weds 24th March for those children that are due Health reviews. Thank you for taking time out for this meeting. Remember to still arrange a meeting

Sunshine Room

Interests and Targets

Physical Development - moving & handling - Insect sensory bin



The focus children for this activity were Jayce, Vincenzo, and Mia to support their target in developing their sensory experience by exploring different textures. The leading practitioner called all the children to take part in this tactile activity to see what insects they find. We had bear-shaped pasta with lentils and rice added in the tray with the insects, there were also some magnifying glasses and tweezers. All the children were interested and intrigued to see what was inside the tray, they picked up some of the insects as the practitioner said "look at this ladybird,



the fly and the bumble bee, bzzzzz.” Maya and Gabriel repeated the words straight away taking the ladybird and fly. Gabriel said “pasta” pointing it out in the tray, “look its teddy bear pasta” they were told and they all looked and smile.

Physical Development - Health & Self-care - Making fruit salad

The focus children for this activity were Maya and Gabriel to support their target in being able to do something that requires them to use both hands, with each hand doing something different at the same time.

The babies prepared for their pm activity, which was to make fruit salad. The practitioner got some apples, oranges and grapes, and the practitioner then held each fruit and named it out to the babies as they watched, the practitioner then demonstrated how to chop the fruits and the babies all watched closely and carefully. All the children were given a plastic baby-friendly knife, Vincenzo, Maya and Gabriel attempted to cut the grape in half while the rest of the babies ate them. As the practitioner chopped some fruits, Maya watched and waited patiently for the practitioner to put them into the fruit salad bowl. As the practitioner chopped the fruits, she used words like “chop chop”, “cutting”, “mix” and Gabriel repeated most of the words perfectly. In the afternoon, the babies got the fruits back that they chopped earlier; they all sat around the table patiently. Once they got the fruits in front of them, they all had a turn to help mix the fruit salad in and help scoop up some of the fruits and place it in plastic cups, ready to take home with them.



World Cup

We introduced the theme ‘World Cup’ as it is a topic of focus around the world right now and we decided to carry out lots of fun ball game activities for the babies.

Physical Development -/ moving & handling - Ball paint rolling

The babies did ball printing with paint, the practitioner set out some sheets of paper and placed them in the tough spot, she then handed the babies different textured and sized balls and allowed the babies to take turns dipping the balls into the paint and then placed the balls into the tuff spot and demonstrated how to get the balls to roll over by moving the tray side to side, Marlow found this amusing and Vincenzo was satisfied by it and he attempted to copy the practitioner by holding one side of the tuff spot and lifting it up and watched the balls roll from one side to the other. Mia enjoyed helping the practitioner to dip the balls into the coloured paints.



Physical Development - moving & handling - Parachute game

Sunshine room decided to play a parachute game outdoors in the garden to which all the children took part. Maya was eager and

excited to help the practitioners hold the parachute, she said “hold it hold it” while she pointed to the handles of the parachute, Marlow first stood beside the parachute and watched the practitioners move it up and down and found it amusing as **he started to smile and shake his whole body with excitement**, he then came closer and went underneath the parachute and watched it move up and down and started to giggle. The practitioner then encouraged Gabriel to come and hold one of the handles, she said “Gabi’s turn to hold it”, **he then repeated and said “hold it”** he couldn’t hold onto it for long and kept letting go and then decided to stand and watch instead. Mia, Leo, and Jayce were under the parachute. Mia and Jayce really enjoyed being under the parachute and Jayce kept running back and forth while being under it.

Christmas

We introduced the theme ‘Christmas’ to the babies as the festive season is approaching soon, therefore we implemented fun activities such as making Christmas cards, making green and red playdough, creating Christmas wreaths, party hats, and Christmas ornaments, as well as carrying out activities that will help our babies to reach or achieve their targets. Accordingly, for the cultural event, we encouraged the babies to decorate a Christmas tree they will have on display to look at. The babies had an opportunity to explore different resources and materials whilst enjoying the creativity of their play and allowing them to expand on their fine and gross motor skills.

Expressive art and design - Christmas tree poster



The babies created a Christmas tree poster. The practitioner prepared the activity by cutting strips out of green shiny paper and setting out glue, sequins, glue spreaders and the poster. The babies all sat around the table patiently and first watched the practitioner demonstrate how to spread the glue and stick the paper down, the **babies then each took a turn to spread some glue**



into our Christmas tree template, they then watched the practitioner stick down paper, Marlow **grabbed a piece of the shiny paper and started scrunching it up in the palm of his hands**, Mia grabbed a piece as well and the practitioner **helped her stick it down inside the Christmas tree template**, she then looked at the practitioner and gave a little smile. The practitioner then used some colourful sequins to stick down on the Christmas tree. **The babies enjoyed the sensory experience of feeling the different textures of the different materials that they used to create the Christmas tree.**



Christmas and Winter continued



As we continued with the Christmas theme for a second week, as the festive season has started and Christmas is right around the corner, we continued implementing fun activities which they have been showing interest in, such as making Santa posters, reindeer faces, festive-themed sensory play, Christmas trees etc. We have been carrying out circle time sessions in the morning reading Christmas books and singing Christmas songs.

Physical development/Moving and Handling - Sensory

One morning the babies made Christmas-themed sensory shakers. The practitioner set out different craft resources on a platter in the middle of the table, we allowed the babies to feel and explore the different coloured materials first. Ruby really liked feeling and squeezing the different coloured pom poms, she showed good hand-eye coordination and pincer grip when putting the pom poms into her bottle. This supported the children with filling and emptying containers as this is something they enjoy doing. Jayce, Sebastian, and Vincenzo enjoyed running their fingers into the glitter and sequins section. The practitioner encouraged the babies to say some counting words as they placed an item at a time into their bottles. Sebastian also really liked the tinsel, as he kept brushing it against his face and smiling. Jayce enjoyed putting different things into his bottle and then found it amusing to keep pouring it out.



Playing and Exploring - Snow sensory play

Sunshine room babies spontaneously decided to play and explore with the snow as it was the highlight of the day when it snowed. Allowing the babies to think creatively as they play with possibilities wondering 'what is snow?' and 'what happens when you touch it?' Everyone was happy and excited to see the snow outside. The practitioners collected some snow and placed it in a tray for the babies to explore. They were very surprised to see the snow showing curiosity and interest to explore a new experience in nature. Vincenzo loved playing with the snow he was mixing it with a wooden spoon with his right hand he then picked up pieces of the snow and put them inside a metal bowl the practitioner repeatedly said, 'mix mix', Vincenzo then imitated after the practitioner and said: "mix, mix". Jayce was scooping up the snow in a metal bowl and pouring it back out into the tuff spot. Marlow didn't want to touch the snow at first because he was unsure of it and pulled his hand away, giggled saying 'no', he soon got used to it as he observed his peers playing and started by scooping it to then squishing the snow in his hands. All the babies were engaging in open-ended activity for a long period of time and using their senses to explore the world.



Communication and Language / Speaking - Christmas Festive sensory bin

The practitioner prepared a Christmas-themed sensory bin; in the bin we put snow, holly leaves, a snowflake, star decorations and tinsel. The babies were able to concentrate intently on an object or activity of own choosing for some time. Jayce showed the most interest in this activity, as he stood by it for a while picking up bits of snow and the different Christmas decorations and looking at them individually. He attempted to repeat some words such as "snow, star, wow". The practitioner used lots of language to name and describe the objects to support their use of single words and putting two words together. Vincenzo also later came along and was satisfied by the tinsel as he



picked it up and stared at it while feeling the tassels, the practitioner held it with him and said “woow shiny tinsel” and he broke a little smile. Vincenzo also liked to feel the snow as he scooped a ball into his hand.



We continued the spontaneous play and extended their **curiosity about nature** by taking them outside into our garden and played with the snow. They had a wonderful time as we stood under the shade and watched the snowfall. Jayce had fun walking up and down the bridge and scooping the snow from the slope. Vincenzo was picking up pieces of snow and squished it together to make a big snowball using his **gross motor skills**. The practitioner then started to make small snowmen with Vincenzo. Sebastian and Marlow initially observed their peers playing with the snow. Soon after they got confident and started to pick up some snow with their most **dominant right hand**.

Bonus Classes

Tiny mites



The babies took part in Tiny Mites, they were aware of the session and eagerly followed the practitioner into the room and sat down to join in. They listened and observe the opening song as the tiny mite dolls were introduced and **some were able to follow the actions**. The babies paid great attention and were listening to the practitioner. As the songs came on, **the babies stood on their feet and started to make movements, and dance around while showing big smiles**. They were very happy with the material

handed out to them and were interested in feeling their texture. They all looked very curious as to what the materials could be used for.



Rainbow Room

Children in Need



Rainbow room continued to explore the Children in need them.. They continued this topic by exploring various painting and decorating activities, where they made their own Pudsey ear headbands, made paper plate Pudsey faces, etc.

The children’s speech and language were supported throughout the week during activities, **using descriptive words, and supporting their understanding of people and communities, building knowledge and understanding of children who may be less advantaged than others**.

Expressive art and design and Physical development: Making Pudsey Ear Headbands



We decided to make Pudsey ear headbands as this links to Children in Need event, with Pudsey the bear being the charity's mascot. This helped children to build an **understanding** of what Children in Need is and to practice their **expressive art skills and physical development**. William, Soul, Juliet and Blue-Jean participated in the activity using yellow paint to decorate the strips of paper, as they **explored and learnt how movements can be changed**. Dylan held a paintbrush in a palmar grasp and dipped it into the pallet, stroking the paint onto the paper strip, with backward and forward motions, **showing increasing control in holding, using, and manipulating the paintbrush**.

Emotions

Rainbow room had exciting activities planned for our theme: Emotions week. This links with Personal, social, and emotional development and supported the children to explore their feelings, emotions and understanding of others.



Personal, social, and emotional: Drawing our emotions



Rainbow room carried out an activity called drawing our emotions. This is to promote children to talk about how they are feeling and how to support their emotions.

Dylan, Zephaniah, Marley, and Juliet all participated. The practitioner began by asking "how is everyone feeling." Dylan replied that he was sad, the practitioner asked "why?" and he replied "Mummy gone to work" which showed that Dylan can **express and give the reason for his negative feelings such as anger, frustration, and distress, through a few words**. The practitioner then began to ask open-ended questions such as: "what can you and we do to make you feel better?" This encouraged a conversation between the children as they all began to give their suggestions and they gave Dylan a hug. The practitioner then began a conversation with Marley to which Marley said that she was feeling "happy".

When the practitioner asked: "why?" she said because she misses mummy and "she come back soon." After the children said how they were feeling the practitioner asked what they think their emotions would look like on paper and to draw this on paper.

Personal, social, and emotional: Drawing what makes us happy

Following on from drawing their emotions on paper Rainbow room then did an activity in which they were encouraged to draw what makes them happy using resources such as paper plates, crayons and visual aids including emotionally expressive face masks. They were first asked to choose from the masks, which one shows a happy face, they were then prompted to use their paper plate and crayon to draw images of what makes them happy which could be an object, such as a teddy, or comfort



toy or a person. The practitioner asked the children around the table what makes them happy, and Marley replied: “mummy” makes her happy, the practitioner then asked Marley what else makes her happy and she replied with toys make her happy. The practitioner then asked Phoebe what makes her happy to which she said her teddy makes her happy. When asked what else what else makes her happy she replied with mummy and daddy make her happy. The practitioner then encouraged them to attempt to draw them. The children took turns and looked in the mirror and attempted to make facial expressions that display different emotions such as a happy face, sad face, angry frowning face, etc. [This supported them to use their facial muscles to explore the ways they can move their face to change their appearance.](#)

Maths: Measure - Emotions Playdough

To further support the children’s [understanding of emotions and to use their language to express and describe them](#), we implemented a play dough activity. The children began by taking one cup of flour using a measuring cup and placing it into their individual bowls. They then used a jug of water and [showed control](#) as they slowly poured some on top of the flour in their bowls. Next, they used their spoons to mix the ingredients together; they moved their arms in circular motions as they gripped onto their spoons and stirred the ingredients around in circles. Soul then [thought of his own ideas](#) and [used his hands to squash and pat the play dough](#) into different shapes. However, he realised that the dough was too sticky when he added too much water, so he asked the practitioner for a suggestion: “My playdough is too sticky” he explained, holding it up to the practitioner. So, the practitioner offered him some more flour. He kneaded the flour into the sticky dough until it became softer and drier.



FIFA world cup



As the FIFA world cup continues in Qatar, we felt it was important to teach and introduce the children to the concept of the world cup. A lot of their families are likely to keep up with this event on TV and on their phones, etc, and the children have been talking about their experiences of overseeing their families watching the competitive sport.



Expressive Art and Design: Creating with materials - Designing Football T-shirts



To support the children’s [ability to choose which resources they wish to use and to empower the children to make strategic decisions on how to approach the activity](#), the children engaged in an arts and crafts activity in which they designed their own football T-shirts. They used PVA glue, feathers, sequins, cotton wool and shredded tissue paper to decorate an A4 paper as they wished.

Juliet used the spatula to spread PVA glue onto the paper and placed a sparkly foam flower shape on top, she then proceeded to spread more PVA glue on top of the flower shape and then [thought of her own idea and used her hand to spread the glue with her palm](#). Phoebe picked out some cotton wool and foam shapes, placed them onto the A4 paper spread more PVA glue on top. The children used [both their hands to manoeuvre](#) the tools and manipulate the resources in different ways such as turning the shapes around to the



desired angle and placing it down on the sticky piece of paper. We listened to the World Cup 2022 song and explained to the children what the song is and explained what the children are making on their paper. We followed this activity up by showing the children the world map and pointing to Qatar explaining about that this is where the World Cup is being held.

Physical Development: Moving and Handling - Playing Competitive Football Game



To support the children's **understanding of games with rules and to engage in friendly competition**, the children played football on the decking. Soul, Dylan and William showed the most interest and kicked a football around the decking. They were trying to kick the ball away from each other and **compete** to get the ball before each other. The practitioner then kicked the ball underneath the bench in the garden and shouted: "Goooooal", throwing her hands up in the air, celebrating. Soul then kicked the ball underneath a table on the decking and celebrated the goal shouting:



"Goooooal!" putting his hands up, mimicking the adult. The children also learned to **play cooperatively**, passing the ball to each other by kicking the ball across to the other person and **calling their name**.

Christmas

Expressive Art and Design: Being imaginative and expressive – Paper Plate Reindeers



To support the children to **give their marks meaning**, the practitioner provided the children with two different shades of brown paint and gave each individual child a paper plate. We used a Christmas book and showed the children the reindeer in the book. This supported the children to make links. The practitioner asked the children a range of open-ended questions such as: "what colour is the reindeer?". Phoebe, Soul, and Dylan replied:

"brown". Soul **used mathematical terms to describe similarities and differences, stating**: "This is big reindeer, and this is a small reindeer". We then used pipe cleaners to make the ears of the reindeer. The practitioner cut them into small pieces and showed the children how to join them together. They then copied this and **used their fine motor skills** to bend the wire at their desired angles. The children **expressed their imagination** as they used glue to stick the pipe cleaners onto the plate and used pom poms for the nose. The children showed the **ability to use different materials and textures to express their thoughts and imagination**.



Communication and Language: Listening and Attention – Painting Christmas trees

The aim of this activity was to paint and decorate our very own Christmas trees. We used green paint mixed with PVA glue to make a sticky colour, then **used a variety of decorative materials such as sequins, gold and green glitter and pom poms to decorate our trees**.



The practitioner asked related questions to the activity such as “what colour is the Christmas trees” and “Do you have a Christmas tree?”, to **encourage the children to give their marks meaning and to instigate conversation about this topic.**

The children grasped their paintbrush, dipped them into some green paint, and spread it around their paper plates. The children used their fingertips to pinch some glitter using their thumb and index finger to sprinkle the glitter around the paper plate. Gabriel held tightly onto his brush and the practitioner helped to paint his tree he was then supported to take a pinch of glitter and sprinkled it into the middle of his paper plate. The children used **their creative ideas** as they **thought of ideas that are new and meaningful to them**, continuously engaging in conversation regarding their Christmas and how they celebrate.



Bonus class

French Session



To start the session Denise (French teacher) began to teach the children how to say “my name is...” in French - “**ja’mapelle (their name)** as she sang the opening song. Soul, Maya, Dylan and Marley **repeated after her** as all the children took turns to repeat the phrase. Next, Denise introduced the children to her Christmas-



themed session as they spoke about Santa, reindeer and snowmen, etc, they then **had to match up the Christmas characters to their pictures.** Soul and Dylan were very **helpful** throughout the session, they helped and guided **the children** to put their objects on the pictures. **They then began to dance around** like different Christmas characters for example: jumping around like a reindeer and climbing like Santa Claus. They moved on to the parachute game where they put the teddies in the middle and threw them up in the air they **counted up to 10 in French.** Maya, Blue Jean, Dylan and caught the teddy bears.



Key Phrases:

- Reindeer – **Renne**
- Santa Claus - **Père Noël**
- Snowman - **bonhomme de neige.**

Star Room

Reminders

Football: Tuesdays, fortnightly

French: Wednesdays, fortnightly

Library trips: Tuesdays, fortnightly

Road Safety

This week the children will be focusing on road and outdoor safety as it is getting darker earlier, it is important that children are aware of how to get safely to locations and what we should be doing to make sure that we are away from harm and risks and learning to be responsible road users. Practising road safety is vitally important to ensure the safety of the operators of a vehicle, passengers, and pedestrians. We are all susceptible to distractions, which make an awareness of road safety important for children to learn in school and practice through life and we will be implementing various road safety activities such as drawing a road on a tuff spot with traffic lights, zebra crossing and asking them to stop when it's right, making stop signs, making traffic lights, teaching bike and scooter safety etc.

Painting a train- **Expressive Art and Design: Creating with materials**

In relation to road safety Star room focused on implementing various activities relating to road safety and decided to make a vehicle as many of the children enjoy playing with cars and trucks to support them to use tools for a purpose. The practitioner asked the children "who wants to make a car from cardboard" and they all replied, 'yess' with excitement. The practitioner then asked the children to make a choice of what vehicle they would like to make such as a car, bus, train or aeroplane. Willow, Juno, Nicholas, Ada, and Peggy said "train". As the children wanted to make a train the practitioner asked open-ended questions to begin, she asked, "What side do we need to cut so that we can sit inside?" The children pointed at the top of the box and said, "at the top", They used various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. The practitioner prepared different colour paints such as: green, red, blue, and yellow with the children



and they began colouring each side of the box with different colours. Peggy and Ziggy said "we want to do red" as they picked a brush each and began painting the box. Nicholas mixed some of the colours together and made different colours, enabling him to continue to explore colour and how colours can be changed. Bradley and Willow worked together and painted one side yellow, Bradley said, "I make yellow train." Willow ensured that all corners of the box were painted. Bradley then accidentally mixed some of the blue paint with the yellow and said, "oh no it's mix now." The practitioner began helping the children paint, Bradley

praised the practitioner and said, “wow good job Laiqa.” Ada and Philip then moved onto colouring the green side of the box, Philip said, “I paint green” and Ada guided him to just use the colour green. The children enjoyed this activity, being able to show their creative skills and finding joy in spreading paint all over. They were able to support each other in making sure they paint every corner of the box, giving them ideas and their input.

Mathematics: Shapes - completing our train:

To continue building Star rooms cardboard train the practitioner began talking about the different-sized circles that were cut out. The practitioner asked each child, “which circle is bigger or which circle is smaller?” All the children were able to point to the correct answer for the question they were asked. The practitioner asked the children, 'What should we add to our train as it is just a painted box right now?' Philip said 'a steering wheel'. whilst giving the practitioner a paper plate. As the children got the paper plate out of the box the practitioner asked, “how can we make the steering wheel come out?” Juno responded, “we can add the cardboard piece,” attempting to create arches and enclosures when building, using trial and improvement to select blocks. The children decided they wanted to put their steering wheel on the right side which Peggy then stuck on the right side.



The practitioner then asked the children, “what shape are a trains wheel” The practitioner showed the children a picture of train wheels and asked, “should we put the big circle on top or should we put the small circle” Juno and Willow responded, “put the small circle on top.”, choosing items based on their shape which are appropriate for the child’s purpose. Gene, Ada and Philip pointed at the small circle. The children were showing awareness of shape similarities and differences between objects. As the children placed the wheels on top of one another, Nicholas picked up the long cardboard piece and said, “We need to add this.” Ada asked the practitioner, “Where is the train going?” The practitioner responded, “That’s a good question. Where should we make our train go?” The children responded, 'Africa'. The children were engaged throughout the activity and were beginning to ask, 'when are we going to drive on our train?' The practitioner responded, “When the paint dries.” The children showed pride in their train and asked practitioners from others rooms if they like their train.

Football

As the world cup is now beginning and Star room decided to take part in themes focussed on football as many supports different football teams around the world and look forward to the World Cup.

Understanding The World - World Cup - Making personalised footballs

Star room children took part in making customised footballs. This allowed the practitioner to begin talking about the world cup and the different countries that are playing. The practitioners started off by asking, “whose mummy, or daddy watch football at home?” Willow,



Peggy, Juno, Gene, and Ada said their daddy watches football at home. Whereas Emmett said, “my daddy doesn’t watch football at home.” The children were given paper plates of different sized, cut-out black pieces of paper and some paint. Gene, Emmett, and Willow began painting their paper plates, Willow and Emmett began by using glue to stick the different colour pieces of black paper. Whilst they were making their footballs, Emmett said, ‘we live and play in London’, [commenting and asking questions about aspects of their familiar world such as the place where they live or the natural world](#). Whilst the children decorated their plates, they mixed the colours together. Ada said to Emmett, “Look its making orange when it mixes together.” The practitioner asked the children, “Who would like to watch the England match?” the children responded, “meeeee.” As the practitioner put the highlights of the game on Peggy said, ‘that looks like what my daddy watched at home, [looking closely at similarities, differences, patterns and change in nature](#).

Expressive Art and Design - Making football bookmarks:



Star room children sat around the table and looked excitedly around the table at what they were seeing, they asked “what is this for.” The practitioner explained we are going to be making bookmarks in relation to the World Cup to which all the children replied “yayyy” whilst they clapped their hands together. The practitioner asked, “who is your favourite team that you support in the world cup.” Willow said “I like France” whilst Emmett said “I support America, England and France” choosing from a variety of teams. They then began choosing their favourite bookmark colour from pink, light blue and light turquoise, [choosing particular movements, instruments/ sounds, colours and materials for their own imaginative purposes](#).

The practitioner explained that there are pictures of footballs, sequins, glitter, and feathers that they can decorate their bookmakers with. Peggy was being very persistent and careful how she decorated her bookmarks, being very precise with how much decoration she used. She then said “I’m still going, I’m not done yet” when her peers said they finished. Ada said “I’m going to use the bookmark with my brother when we read books, [creating representations of both imaginary and real-life ideas, events, people and objects](#). Whilst Juno and Willow said “I’m going to keep this in our book bag. The children carried on with decorating their books marks. The practitioner asked if they have watched any of the games and Emmet said “I saw the yellow one gets the ball from the red one” referring to players. Gene said “I want to put all the footballs on my bookmark” as he picked up a few at a time. The children showed interest and joy in the activity, enjoying the messiness, and developing their fine motor skills as well gained knowledge about the world around them. As Peggy finished her bookmark Willow asked, “Should I help you?” [playing alongside other children who are engaged in the same theme](#).



Winter

As the season is now changing and we are heading into winter, we began speaking to the children about winter and what changes they may see in the upcoming months.

Expressive Art and Design: Being imaginative and expressive - Making snowflakes

The practitioner and the children prepared the activity by cutting out and scrunching tissue paper into small balls. The children were curious as to what the practitioner was doing as they helped make tissue paper balls. The practitioner explained and demonstrated how to decorate their snowflakes in their own way, telling them to be as creative and imaginative as they can be. Peggy, Nicholas, and Amaya went straight to the glue understanding that they need to apply glue to stick their decorations. Emmett and Musa were very precise and careful with their snowflakes, ensuring that they designed them the way they wanted. Emmett applied glue on every end corner of the snowflake and proceeded to add glitter on the corners. Peggy, Nicholas, and Amaya sprinkled the glitter and stuck sequins everywhere **playing alongside other children who are engaged in the same theme**. Peggy said, "I want mine to look shiny". Juno made sure she didn't use too much glue and applied a little glitter each time; only applying it on areas she wanted the glitter. Mikael decorated his snowflake and asked the practitioner to help him design it. The practitioner asked, "where do snowflakes come from?", "the sky" said Peggy and Nicholas **engaging in imaginative play based on own ideas or first-hand or peer experiences**. Emmett added "they come from snow and ice". Juno said, "I see snowflakes like this outside when I go home on the window" referring to seeing decorations outside on people's houses. The children continued to stick and glue whilst they talked about how they wanted their snowflakes to look.



Communication and Language - Listening and attention - Winter Scavenger hunt



The practitioner printed out a winter scavenger hunt list and gave one to each child. The practitioner explained to Star room that they needed to look for the items on their lists and then tick them off, they walked around the garden and decking whilst looking for the items on the list. Juno said, "I see a tree I can tick it" the rest of the children followed Juno's lead and pointed at the tree. **Being able to follow directions (if not intently focused)** "There's a black jacket I can see black jacket," said the Willow and ticked it off her list. The children carried on exploring trying their best to find the remaining items. Emmett and Nicholas pointed at things that were yellow. Peggy and Lowen ran to point at the bird toys on the tree and flowerpots as Lowen said "but they are

not real" and Juno added, "We can still tick it off". Gene said, "I can see leaves everywhere". Emmett said, "We can tick it off right," Star room children **were listening to others in one-to-one or small groups, when conversation interests them**. The children looked for a cloud but when they looked at the sky Musa said, "it's all blue, there are no clouds," the practitioner pointed at a cloud further away and the children began to look it said "where is it I can't see." The children continued to explore and find everything on their list as well as supporting each other to find the items. The children who thought they found all items were **indicating two-channelled attention, e.g., paying attention to something of interest for short or long periods; can both listen and do for short span**. The children were engaged in the activity as they asked to find different items from the list when their time was up.



Christmas

Star room children focused on Christmas as the festival has begun and the children are now talking about the environment around them and what they see. For example, Willow said, "When I come to nursery, I see so many Christmas lights." Therefore, thinking about the children's interests we took part in various messy activities such as making a snowman, making Christmas cards, making playdough Christmas trees, creating Santa's mailbox, creating a Christmas wreath and creating a Christmas sensory bin with colourful noodles. These activities allowed the children to expand on their skills, and interests, giving them the opportunities to explore resources and materials. These activities stimulate children's imagination, and their communication, interaction and sharing are natural outcomes. We made these activities special for the children, singing and dancing to Christmas music. As it also snowed, the children played in the snow, having snowball fights with their peers and the practitioners as well as using our sledges.

Communication and Language - Listening and attention - Making Christmas Wreaths



The practitioner prepared the activity with all the resources and essentials. Philip, Emmet, Nicholas, Zayn, Juno and Willow took part in making Christmas wreaths from paper plates and resources. Willow, Juno and Emmett were the most excited when they saw the resources in front of them. Nicolas asked, "What we are doing?" to which the practitioner explained thoroughly how to decorate their own Christmas wreaths. Zayn took part in the activity with the support of the practitioner as he picked up the glue and began stroking it on the paper. He then picked up tinsels and pressed down. The practitioner asked him "should we put some glitter?" and she showed him how to, to which he

then copied her actions. The practitioner asked the children, "what's a wreath?" to which Juno answered, "It's green round flower and had lots of decorations", **building up vocabulary that reflects the breadth of their experiences**. Willow added, "Yes I have one on my door". Nicholas said "look there's one there" pointing at the gate. Star room children were listening to **others in one-to-one or small groups when conversation interests them**. Philip showed joy doing the activity picking different sequins and tinsels, glitter and other crafts to make a beautiful wreath. They were able to make choices between how they wanted their wreaths to look, making sure theirs look different to others.

The children showed interest and joy, using their creative and imaginative skills to create a lovely art piece, **indicating two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for a short time span**. The children were engaged in this activity for a long period of time and some children asked to make another one to take home.



Communication and Language-Speaking - Decorating Santa Mailbox



For this activity, all children had to put glue and cotton balls on a red cardboard box making a Santa mailbox. A lot of children independently put glue on the cotton ball and placed it on the box. The practitioner led the activity and helped the children who required a bit of assistance. Peggy and Nicolas were independently putting the cotton balls on by themselves but needed a little help with putting the glue on. Willow and Juno put the glue on the cotton ball all by themselves. The practitioner then showed Willow, Juno, Nicholas, Mikaeel and Peggy the different types of Christmas stickers and asked which type of stickers they would like to use on the box, they each picked one and stuck it on the box.

The children continued applying decorations to the box as Juno and Willow picked up red circle cut-outs which they applied glue onto and held tight on the box to make sure it was stuck. Juno said, "I'm going to write a letter to Santa because I want to wish for something", [beginning to use more complex sentences to link thoughts \(e.g. using and, because\)](#). Peggy added, "me too me too", demonstrating the are [using talk to organise, sequence and clarify thinking, ideas, feelings and events](#). Once all the children had finished the practitioner got white paint and wrote "letters to Santa" on the box as the children watched attentively. Nicholas asked, "can I write please?" as the practitioner led him to write whilst holding his hand for support. Willow, Juno, Mikaeel, Peggy and Nicholas showed interest in this activity, wanting to try various different decorations, and making choices but also allowing others to have a go. Whilst the children were decorating Santa's box, they were [introducing a storyline or narrative into their play](#).



Bonus classes

Tiny Mites:



Star room took part in their fortnightly Tiny mites session, they started off with their introduction song. Devon our new Tiny mites teacher introduced herself and all the children began stating their names. They then went onto doing a dance for Dino's disco beat. The children needed to copy and do the action that Devon shouted out, the children were able to copy Devon confidently without support. The children were confident and knew the song

and the actions before Devon showed them. Next, they sang the car song, the children were engaged in the song and enjoyed beeping their blue plates, [using tools for a purpose](#). Zayn moved his plate in a circle and smiled whilst moving his plate. When it was



time to do 'beep beep' all the children began banging the middle of their plates, **developing an understanding of how to create and use sounds intentionally**. Afterwards they sang the zoo song and done the movements of the song which was being said. The final song the children sung 'row row row your boat'. They **enjoyed joining in with moving, dancing and ring games**. The children partnered up with one another and began rocking back and forth whilst singing. Finally, they finished off their session with the goodbye song and the children popping bubbles. The children had lots of fun and were very engaged in their Tiny Mites session.

Football - Physical Development - Moving and Handling



We had our fortnightly football session, Coach Jayo began the session by introducing himself to the children, he went to each child, and they all gave him a high five which all the children gave him a high while smiling. The coach went through the golden rules and showed the children the certificate someone would get at the end of the session. He explained the rules one by one, rule number one was participation, the second rule was listening, and the third rule was enthusiasm all the children repeated the rules with enthusiasm. He picked up the cones on the floor and said the wrong colours purposely, all the children corrected him.



On the floor were blue and yellow cones Coach Jayo said the blue cone represented the water. He asked a variety of different questions about different animals to see if the children were able to say what animal lives in the water. The children needed to stay inside the island and when they saw the coach come out of the island they would need to shout, "noooo". The children showed **confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group**. Star room children walked around and when the coach shouted freeze they stood like a starfish and froze. They did this activity for 3-5minutes as they found it amusing and engaging. For the next activity coach Jayo went on to place different coloured cones on the floor and demonstrated how to flip them over with their feet. The children were focused on the cone and continuously tried even when they didn't get it the first time. Juno and Willow were able to flip it over and were really proud of themselves, **showing confidence in choosing resources and perseverance in carrying out a chosen activity**. Once the children were finished with their practising the coach gave the children a football ball and explained that once he said to freeze the ball needed to drop and they had to flip the upside down. To end their session Coach, Jayo put a line of red and orange cones and each child had a turn to kick the balls past the line of cones which they really enjoyed, **enjoying a sense of belonging through being involved in daily tasks**.





Nursery Reopens

Wed 4th January 2023

Half Term – Term time children

Mon 13th February to Friday 17th February 2023

Mother's/ Female Carer's Day (Plan TBC)

Fri 16th March 2023 (8.30am to 11am)

27th Month Review

Thursday 9th March 2023

Parent's Afternoon

Fri 10th March 2023

9am to 11am, 2.00pm to 2.30pm and 5.30pm

Easter Holiday

Last day Thursday 6th April – Re-opens 17th April 2023

Eid Holiday

Around Friday 21st April (To be confirmed)

Inset day

Friday 28th April – Inset Day

Parent Notices

- ✓ Please remember to wash your child's hands upon arrival and drop off at room door
- ✓ Breakfast Starts from 8.05 until 8.50am. If you wish for your child to have breakfast, please arrive before 8.45am. Please do not request for breakfast after 8.50 am as it gets packed away and all staff go into ratio with the children.
- ✓ Children should arrive by 9.30am to avoid disruption to the routine.
- ✓ Please call the office by 9.15 to inform us of any absences or late arrivals.
- ✓ **Online Banking:** We are kindly requesting parents who pay their fees online to check payments have the correct reference- i.e. your **child's name**.
- ✓ **Parent e-mails:** We send out e-mails regularly to parents to notify every one of events and updates. If you have not been receiving any emails, then please get in touch. Email: office@rooftop-nursery.com