



Roof Top Nursery

Welcoming new staff at Roof Top Nursery

A warm welcome to Aasiya (training as Head Chef) & Shamima (kitchen assistant)

Female Carer's Day

We held Female Carers event on Friday 13th March which was another successful day with many of our parents attending the event.

A huge thank you to all the parents for attending and making it a special day. There were lots of activities for everyone to do, keyring making, pancake decorating, making slime and musical shakers which was the most popular amongst all parents and children.

We had Roshan's yummy snacks to eat and a lovely pamper session. We hope all our parents and children enjoyed their morning as well as the gifts from Hafiza!

Delicious food! Loving it!

"Highlight of the day was watching Martha play in her own environment and interact with her friends."- Catherine Citroen

Ramadan: As you may be aware the month of Ramadan has started and many of the staff are fasting from dawn to dusk during these long days. The staff that are fasting will be working 4 days a week instead of 5 to help make it easier for them. We will be celebrating Eid to mark the end of Ramadan and the day of Eid will depend on the sighting of the new moon. As the majority of the staff celebrate Eid, **the nursery will close on Eid Day** which will either be on **Tuesday 4th June or Wednesday 5th June**. The exact date will be confirmed closer to the time via email so please look out for this. Please make arrangements to accommodate the closure. We appreciate your cooperation during this month.

Happy birthday to Ayman, Safeeya and Frank





Inset Day was held on Tuesday 23rd April which included core workshops to enhance the children's learning. We covered Heuristic Play, Natural set up, S.E.N training, Tai Chi and finally we had an external trainer from the Learning Trust to train the staff on Physical Literacy.



Heuristic Play - Heuristic play refers to the sensory exploration of the properties of 'everyday' items. These 'objects' are things from the real world, with anything from a bowl, to a pinecone or pieces of string, heuristic play objects all share the characteristic of being open-ended. Heuristic play resources promote innovation, creativity and imagination through the discoveries children make about ways in which these items can be used. As children learn through play, the staff were given an opportunity to explore this further by learning about schematic play and behaviour in children along with how to support brain development in young children. The staff found the training effective and helped build on staff existing knowledge.



Natural Set – We covered Transient art, which is also known as moveable art, it is a collection of natural materials that children create a picture from. The materials that are used are open-ended resources, and there is no permanent end product. Children will often spend a considerable amount of time moving materials around to create a picture.



Physical literacy – *physical literacy can be defined as the motivation, confidence, physical competence, understanding and knowledge to maintain physical activity at an individually appropriate level, throughout life.*



Physical literacy is the development of fundamental movement and sport skills. These allow children to move confidently and competently in a wide range of physical activities and sport situations that benefit the healthy development of the whole person. Physical literacy also includes the ability to 'read' what's going on in particular situation and reacting appropriately.



For complete physical literacy, children should learn movement and sport skills in four basic sport environments:

On the ground – the basis of most games, sports, dances and physical activities
In the water – the basis of all aquatic activities
On the snow and ice – the basis of all winter sliding activities
In the air – the basis for gymnastics, diving and other aerial activities.

Following the training on physical literacy we will now encourage more risky play, more rough and tumble play, more active play and relation type games.

Star Room



A warm welcome to Amarii and Gracie in Star room

The weather has warmed up so Star room have been having picnics for snack outside on the play-roof and in the garden area. This will be happening more often now. This is something Star room children enjoy and often ask for independently.



Female Carers day

Personal, Social and Emotional Development

Star room spent a week celebrating the important women in their lives. The children engaged in story sessions about grandmothers, mothers, aunts and sisters and took a particular interest to the story book 'My Mum is Fantastic'. Each child spoke of their own mums fantastic abilities and shared this amongst each other, for example, Isabelle said, "My mums' really good at making cakes" and Frank shared that his mum gives "good cuddles".

Star room had an amazing turnout for female carer's day and the mothers, aunts and grandmothers spent a morning engaging in activities together such as keyring making, making slime and fruit kebabs. This gave the children the opportunity to spend time with their carers in their everyday environment and also with their familiar practitioners at nursery whom they spend the day with. The children demonstrated friendly behaviour, initiating conversation and forming good relationships with peers and familiar adults. Isabelle, Djahmyne, Zam and Adam enjoyed key ring making and each made a keyring for their carers.

Jewellery Making

Mathematics: Numbers, shapes, space and measure

Star room created necklaces and bracelets as presents for their female carers, Jeane, Oliver, Adam, Theodore, Ayaan, Charlie, Luca and Mabel took great interest in this activity and were able to maintain their attention for a long period of time. The children used penne pasta and ribbon to create their jewellery. Each child used a measuring tape to measure the length of their ribbon to their satisfaction before threading the pasta shapes through.

Star room children are confident in recognising numerals 1 to 5 and are counting objects to 10 and beginning to count beyond 10. This was carried out during the activity as the children were counting the pasta pieces whilst threading through, this gave them the opportunity to use language to describe order and sequence. For example, Charlie said, "I'm going to put this piece of pasta first then this one second, then this one third" as he spoke to himself whilst independently making his necklace. Mabel said, "First I'll make a necklace for me then a bracelet for mummy".



Spring/ Planting and Gardening Project

Mathematics

The children have engaged in planting and spring focused activities throughout the week.

Planting vegetables

Star room children looked at different pictures of creative ideas for our gardening project throughout the week. They had expressed their interest in lollipop stick mobiles therefore they started the week off with this activity. Jeane made a triangle shape with three lollipop sticks, showing she can use familiar objects and common shapes to create and recreate patterns and build models. Ace, Adam, Theodore, Elif and Sonny decorated their lollipop sticks with glitter and paint. The children were able to show a can-do attitude and were able to maintain focus during the activity, using shapes



appropriately for tasks.

The children continued this theme decorating spiders they had made using playdough. Mabel, Dzyah, Theodore decorated their playdough into a ball to create a spider's body, showing an interest in shape and space by playing with shapes or

making arrangements with objects. Frank confidently asked for help to make the facial features of his spider, showing a can-do attitude and showing interest in shapes in the environment, and understanding that even insects have eyes and a mouth.



The children enjoyed painting real stones with special paint. We gave the children examples of insects and the children choose the insects they wanted to paint. Esmail chose yellow and said, "I'm making a bumble bee" showing awareness of similarities of shapes in his environment. Mabel used red and black and painted a ladybird, she put 6 dots on her stone and counted them independently, using some number names accurately in play.

Understanding the world

All of Star room children joined together and showed great team work to plant different types of seeds. The children planted some cress, onions and turnips on the playroof. The children used spades to dig up some mud. They were able to develop an understanding of growth, decay and changes in the environment. Adam placed the onion gently in the soil, showing care and concern for living things and the environment. Rowan was also able to help the adult plant; he spoke of his parents and shared the times he had planted at home.

Luca and Yunus planted some runner bean seeds in the vegetable patch in the garden area. Yunus took an interest and asked various questions such as, "When will they grow?" and "How much do we need to water the seeds?" This activity gave him the opportunity to comment and ask questions about aspects of the natural world.

Star room enjoyed making cress sandwiches using the cress they grew themselves. They spent time observing the cress growing closely and were able to touch and feel the cress. Lennie snipped some cress using blue scissors for his sandwich. Rowan was happy to choose his own ingredients and make his own sandwich.

Talking about why things happen and how things work: The children and the practitioner spoke about how cress grows in a field and gets delivered to the supermarkets ready to eat. The children were able to name the different supermarkets where they could get bread and sandwich ingredients from. Isabelle said, "They have bread in Tesco, that's where my mummy goes to".



Easter

Communication and Language

Star room children enjoyed many Easter activities. The children made their own Easter baskets, and painted Easter eggs adding them to their basket. Adam, Charlie and Mabel chose to use green paint to paint their eggs then later placing them in the basket. Ayaan chose an orange Easter egg, being able to show particular interest in the colours of the eggs.



The children were very excited to make Easter biscuits, Ayaan helped to put the egg in the mixture and Charlie poured flour in the measuring jug. The children were able to understand the use of objects during the baking

activity.

The children made Easter cards for their loved ones and enjoyed decorating them with different types of resources. Isabelle said, "I'm making my card for Otis" being able to use vocabulary focused on objects and people that are of particular importance to her. Sonny was able to express his own interest saying, "It is mummy's birthday card" and able to maintain focus on his activity and listen to others one to one or in small groups, when conversation interest him. Charlie was able to draw a person on his card and when asked, he said "It's me" he showed high levels of energy and interest during the activity. Charlie was then able to draw butterflies and said, "Mummy loves butterflies" demonstrating an ability to build up vocabulary that reflects the breadth of their experiences at home.

Settling back into nursery / Easter holidays

Communication and Language

Star room children were very excited to settle back into the nursery, they enjoyed a language session talking about what they did in their Easter holidays. All the children sat on the tyres on the play roof discussing their holidays. Esmail said he played with sharks, Charlie told his peers, "I went to South Africa and saw a lion and gave him food".

Mabel told her peers she went to Birmingham and Kent. Ace said he went to the library, Theodore and Ayaan joined in asking when the next trip to the library will expressing their desire to go. These language sessions enable the children to connect ideas, recall and relive past experiences

This opportunity was use to extend children's



learning. The children wrote stories about their holidays in small note books. Ace drew a T-Rex. Zam said he is drawing a robot for Easter. Elif was able to maintain her attention whilst mark making and using a tripod grip. Ayaan was very focused when drawing and said: "I'm drawing" being able to maintain attention, concentrate and sit during appropriate activity. Yunus drew his own ship with blue crayons, he later collected scissors to cut around his ship demonstrating an understanding of the use of objects.

Bonus classes



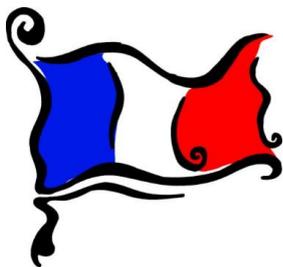
Tai Chi: Expressive Art and Design

Star room children were also introduced to a new session of Tai chi. Calm music was played and the children were shown different positions, e.g animal positions and were given information on the importance of this activity whilst relating to mindfulness and yoga which they are familiar with.

Esmail stamped his feet to be a koala, Adam and Charlie pretended to be a koala and pretended to climb the tree

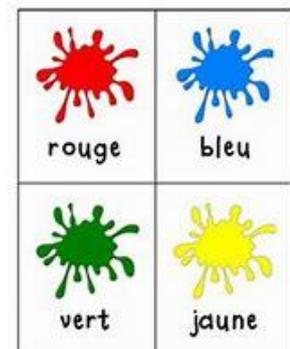
together using their arm and leg muscles to imitate climbing a tree. Star room children were able to play alongside other children who are engaged in the same theme enjoying it. Isabelle flapped her wings like an eagle and Mabel was able to bend her body like a giraffe, demonstrating their ability to play cooperatively as part of a group to develop and act out a narrative. Overall the children really enjoyed their first Tai chi session.

French sessions: Communication and language



Star room engaged in their first French session back after half term. The children recapped on the colours blue, 'le bleu', yellow 'le jaune', green 'le ver'. They were able to remember the meanings of the words and the pictures. The French teacher Anna then put some visual cards on 4 sides of the room, the children were given instructions to follow.

The children were able to show understanding of prepositions such as 'under', 'on top', and 'behind' by carrying out an action or selecting the correct picture. They were able to listen carefully, showing high levels of energy, fascination and were asked to run to the coloured cards on the correct sides following their peers and adults lead. Frank was able to run first when the adult said, 'le bleu' being able to pay attention to details. Esmail was able to show a can-do attitude and was



able to confidently repeat yellow in French, [beginning to use more complex sentences to link thoughts](#). The children also enjoyed dancing to French songs with scarves, they were able to wave the scarves high and low, shaking their body to the French beats, [they were able to follow actions, acting out experiences with other people](#).

Football session: Expressive arts and design.

Star room children enjoyed their fortnightly football session. Luca was able to follow directions as he confidently handed out footballs to all his peers, enjoying [meeting challenges for his own sake rather than external rewards or praises](#).



The children learnt new ways of playing with a football and were able to [show a can do attitude](#).

Coach George asked the children to use the football cones to make a football sandwich, Ace was able to make his sandwich confidently engaging in the fun activity, [realising that tools can be used for a purpose](#). Jeane was the first to make a hat with the football and cone, [selecting tools and techniques needed to shape, assemble and join materials they are using](#). Matteo joined in and was able to follow Coach George and make a hat too. The children were very confident to [construct with a purpose in mind, using a variety of outdoor resources](#).



The children then had a 'fire goal' round, where they all lined up with their footballs and cones near the goal. The children were able to [play alongside their peers who were engaged in the same activity](#). Jeane was able to press the buzzer for the fire goal round and all children kicked their football at the same time. This session demonstrated their ability to [playing cooperatively as part of a group to develop and act out a narrative](#).

Rainbow Room

Female Carer's Week

Communication and Language:

Rainbow room children have been celebrating Mother's Day by participating in exciting activities throughout the week.



Rainbow room have been looking at different books on mothers, grandmothers and other female role models.

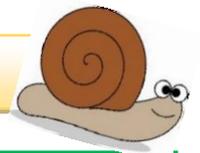


Matteo and Aria chose to read 'I love Mummy'. Matteo said, "I love my mummy this much" with his hands wide open and Noah says, "I love my mummy this much" with his hands wide apart. Gracie looks at another story skimming the pages looking through the pictures and said, "That's my mummy, I love my mummy too".

Rainbow room children show control in holding and using mark-making tools, Aria used the paint brush in a tripod grasp to paint her hand with red paint in an up and down motion and stamped her hand print on the card and said, "I made my card for mummy". Matteo also held the brush in a palmer grasp and started painting his fingers and worked his way down to his hand, "Look Romena I did it", showing his hand.

Imitates drawing simple shapes such as circles and lines, Matteo puts both of his hand flat on the card and counts '1,2,3' and lifts his hand off the card, "Look Romena I did it". Gracie helped Noah paint his hand, she held the paint brush in a palmer grasp doing circles in the middle of his hand and making lines on his finger, Noah looked at his hand, "All done" Gracie agreed "Yes Noah, all done hand print". Noah then stamped his hand on the orange card and Gracie confirmed, "All done Noah!". All the children enjoyed this painting activity and were given the opportunity to explore with paints further throughout the day.

Spring



Communication and Language

Rainbow room children have been fascinated by their outdoor space and have observed detailed features in their environment on the decking and on play roof such as flowers, snails and butterflies. Practitioners have been



supporting their learning by extending the children's interest through various activities relating to spring. We started our week by creating an indoor greenhouse for the children to explore and investigate. The children helped look after the greenhouse by watering the cress daily and monitoring growth.



The children had the opportunity to plant their own cress in pots during an adult led session. The practitioners helped **extend their vocabulary** by introducing key words and labelling equipment such as soil, seeds, cress, pots, water and spades. Jayden was amazed by this activity as he kept **filling and emptying** the soil from one pot to other, Matteo used his right index finger and said to an adult, "I want this one", pointing towards the cress seeds.



Rainbow room children made green handprints to represent the leaves for our spring display. Aria, Johnny, Cortini and Cade were **able to maintain focus** throughout this activity, as they dipped their hands in green paint and created hand prints on paper. The children used language to give **meaning to the**



drawing, for example, "Look at my hand" says Aria as she proudly shows her work to her peers.

Physical Development: Moving and Handling / Mathematic

The children were learning to **use single handed tools with confidence** such as paint brushes and glue sticks to decorate mini beasts. For instance they made ladybirds using paper plates, red painting and black crepe paper. The children used language to **give meaning to marks they made**. This activity also enabled the children to **notice simple shapes and patterns** they created by counting the spots on the ladybirds.

Rainbow room children created a collage of a snail after observing snails in the garden. They practiced their hand eye coordination by gluing and sticking items within a snail template. As they decorated the snail, the children were able to develop their **fine motor skills** such as working their muscles in their hands as they grasp the small pieces of paper.

Gracie used her creative skills by **making arrangements** with the small pieces of crepe paper to decorate the snail shell, she was also able to recognise the colours as she stuck them on, "I got red, blue and green". Stanley and Matteo **used a palmar grasp** to hold the glue stick and carefully spread the PVA on their template. Stanley was able to select the colours he wanted to use, "I want this one". He used his right index finger to point towards the red crepe paper cut outs. Johnny enjoyed



experimenting with water paints as he held the paint brush using a palmar grasp and painted his flower template, “Yellow” says Johnny whilst making circles and lines. Cortni, cade, Ivor and Noah have been using the magnifying glass to look closely at the snail.

Physical Development: Healthy Eating / Personal, social and emotional development: Self-Confidence and Self-Awareness.

During snack time, Rainbow room children were encouraged to make their own sandwiches using cucumbers, grated cheese and cress which they picked from our in-house garden. The children were given opportunities to practice control movements and using single handed tools (blunt knives) to spread butter on the bread.

By allowing children to prepare their own snack, it helps their confidence grow, as they learn to prepare different things and gives them a sense of independence.



Literacy Development: Reading

Our book of the week was, ‘*The Snail and the Whale*’. During outdoor play Rainbow room children sat in a circle listening to the story. Johnny, Jack and Noah enjoyed listening to the story and repeated some familiar key words such a *snail, whale, river, swimming and parrot*.

Easter

Expressive Art and Design:



Easter has been an exciting topic for Rainbow room children as they took part in various activities such as making baskets, decorating Easter eggs, chicks and bunnies and taking part in our Easter egg hunt with their peers.

Communication and Language development: Speaking / PSED: Making Relationships

Our focus book during the Easter week was *The Easter Bunny*. The children have been learning new words and using them when communicating with their peers and practitioners. They were actively involved in our Easter egg hunt in the grass area which was great fun. To help prompt children to play alongside others and build relationships, they were encouraged to work in pairs and find the hidden eggs.

Expressive arts and design: Exploring and using media and materials / Communication and Language: Listening and Attention.

During our adult lead session the children had the opportunity to decorate eggs using bright colours and used glitter. The children were engrossed in this activity as they were able to maintain focus for a period of time and paint polystyrene eggs. Rainbow room children decorated Easter chicks using yellow paint, glitter and cotton wool and glitter for the bunny. “I did it” says Aria once she had finished sticking the cotton wool.

Bonus Classes; French

French: All the children are becoming very confident in learning new words and are able to use them in communication. Our French session involves children learning French words and songs as well as imitating actions. All the children eagerly join in and welcome the teacher by saying *Bonjour* and follow directions given by the French teacher. Here are some of the key words the children have been learning this term: *Fleur, Pomme, poupee, Chocolat, Banane, Poisson, Vert, Jaune, Bleu and Rouge*. Our song of the term is Frere Jacques

Frere Jacques

Frere Jacques, Frere Jacques,
Dormez-vous? Dormez-vous?
Sonnez les matines, sonnez les matines
Ding dang dong, ding dang dong.

Bonus Classes; Yoga & Tai Chi

Mathematics/Expressive Arts and Design

Tai chi is a gentle form of exercise that helps maintain strength, flexibility, and balance. The children at Rooftop have the opportunity to enjoy yoga weekly and we have now introduced Tai chi sessions.

It is carried out throughout the nursery at the same time to create a calm and relaxed atmosphere. The children are able to concentrate on particular movements and focus on being calm and focusing on their breathing.

The children are encouraged to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping skipping, sliding and hopping.



Settling in / Easter holiday

Communication and Language

Rainbow room children have been enjoying free-flow play whilst they settled back after the Easter break and talked about how they spent their holiday with their loved ones. The children sat around in a circle talking to their peers and practitioner about what they did in the holiday.

The children talked about their holiday listening to others one to one or in small groups. Matteo joined the circle and talked about what he did on holiday, "I went shopping", "Matteo, Mummy and Daddy went to the park to play football". Johnny said, he spent the holiday with "Helena my baby". Aria said, "I eat chocolate egg". Yunus said he went to Amaya's house during the holiday. Gracie went to her Grandparent house in Wales with her mummy and daddy, during Gracie time in Wales she did lots of fun activities such as fishing and catching fishes, walking through the woods collecting cones from trees. Camille went to Sweden to visit family, Leon went France to visit dad's family and Aria went on an Easter hunt in a caravan.

The children drew a picture of their holiday on a post card, Matteo drew a picture using his palmer grasp saying "Matteo made it" showing his picture in excitement "Matteo, Mummy and Daddy". Gracie drew a picture of "Me, Mummy, Daddy and Grandma".



Sunshine Room

Welcome Safeeya & Pearl to baby room

Female Carers week & Planting

Communication and Language

Sunshine room children had the opportunity to learn about plants and explore the daffodils blossoming outside in our garden. The children made flower prints using plastic bottles, paint and paper. The practitioner demonstrated how to dip the bottles in the orange paint and stamp it on paper and then the children did it independently. Arth, Rafal and De'Andre enjoyed printing with the bottles as they made connections between the movement and marks they made. Arth moved on to paint his hand and make hand prints. During this activity the children listened to the practitioner and began to imitate the words and sounds that were said such as *flower and paint*.

The children also planted cress seeds and flowers. The children were shown the cress seeds, the pots and the cotton wool. The practitioner then demonstrated the steps to plant the seeds, as the children were able to understand more complex sentences such as 'put the seeds in first,



then we can water the plants'. Sophia and Iris observed the practitioner before taking part in the activity whilst Rafal enjoyed picking out the seeds.

Physical development:

The children explored clay with the aim to make handprint plaques for Female Carers Day. Mia was touching and feeling the clay trying to mould it and Jasmine attempted to make her hand print with the encouragement of a practitioner. All the children preferred to roll out the clay and enjoyed the sensory experience of making marks with their fingers. They then used stencils to cut out shapes as the children didn't want to use their hands in the clay. Once finished with the activity, the clay was



baked. Another activity the children took part in was creating daffodils with yoghurt pots and yellow paint. Tola took her paintbrush out of the paint, stopped and watched how



the paint dripped onto the paper making connection between the movement and marks she makes. Otis also joined Tola and painted on the paper and the pots. The children were good at holding the paintbrush, following instructions and engaging with the adult to help them achieve their goal.

To help extend the children's knowledge on planting, we developed our garden like every year with plants, flowers and through creative activities and by recycling items.

Female carers' morning went very well and the children enjoyed their time with their carers' and took part in all the activities.

Garden Project/ spring

Communication and language / Physical development:

Sunshine room children engaged in an activity where they done **animal and flower printing**. The children used foam stampers, in the shape of flowers and butterflies. The practitioner demonstrated how to paint the stencil and then print it onto the paper, and the



children were able to understand the simple sentences and use single words. One by one the children were given a stamp and with the support of the practitioner they printed the shapes. Maren, Iris and Rafal preferred using a paintbrush instead of the stampers.

Making a garden mobile: The children took part in creating a mobile for the gardening project by decorating wooden frames. The practitioner added glue to the frames whilst the children sprinkled glitter and stuck flowers to decorate the frames. The children picked up small objects using their fingers and thumbs; Maren enjoyed sticking the flowers on the frames, whilst Tola liked picking up the glitter and sprinkling it onto the frame. Arth also sprinkled some glitter and stuck on some sequins.

They then moved onto making the strings for the mobile by sticking pompoms onto the string. The children enjoyed picking up the small pompoms between their thumb and fingers, showing a **strong exploratory impulse**. Otis dipped the pompom into the glue, after the practitioner demonstrated how to do it.



Stone painting: The children were offered to paint ladybirds onto stones which Tola, Otis, Sophia and Arth took part in. The practitioner encouraged them to dip the brush into the paint, but the children enjoyed spreading the paint across the stone. They were able to **hold the brush**, to make black dots and marks on the red stone.



Planting: The children did planting in a large wooden box. They scooped soil into the wooden box, sprinkled cress seeds and the practitioner added water. The children then covered the soil with the stones they decorated.



Painting sunflowers: The practitioners laid out yellow paint, paper and plastic forks to encourage the children to make sunflowers. Some of the children showed an interest right away and indicated with their arms stretched out that they wanted to put on an apron.



The practitioner gave an example of what they could do as we used the back of a fork on the paint and dragged it onto the paper leaving prints to look like petals and then the children copied the same movements, indicating that they **enjoyed the sensory experience of making marks in paint**. During this activity the practitioner spoke to the children about the colour yellow and the sunflowers they painted.

The children decorated CDs using glitter and sequins. The children were given the opportunity to spread glue onto the CDs and then **picked up a small pinch of glitter with their fingers and thumb** to sprinkle on the glue.

Personal, Social and Emotional Development

The children painted cherry blossom trees using both a paintbrush and their hands, using **pointing with eye gaze to make requests and to share an interest**. They either dipped the brush or their hands in the paint and made small pink circle prints onto the paper. Tola dipped her whole hand in the paint as she enjoyed the texture of it.



Making sandwiches: Sunshine room children engaged in making sandwiches for their snack using the cress they planted in the beginning of the week. The children observed the difference of the plant in the pot and the cut, washed cress on a plate. The cress was offered as an option for a sandwich filling along with a choice of cheese and cucumber.

Easter

Physical development:

Sunshine room took part in painting Easter eggs which involved painting polystyrene eggs. The children enjoyed getting messy with the paint, as they were painting their hands to get a feel of the texture. Tola enjoyed this activity, she showed concentration as she painted the egg and



made connections between her movements and the marks she made.

Arth started painting the egg and then painted the mat. De'Andre was good at following instructions from the practitioner as she encouraged him to make small dots on the egg. Martha was able to make up and down strokes on the mat, whilst maintaining a strong grip on the brush.



Decorating Easter bunnies: The children decorated bunny templates using cotton wool. Both Jasmine and De'Andre were able to glue their bunny templates as they enjoyed the sensory experience of making marks in damp paste. Tola and Mia showed an interest in sticking the cotton wool and Mia noticed the wool stuck to her hands so she tried to shake it off. Rafal was fascinated by the cotton wool pulling it apart into smaller pieces.

Making Easter cards: Only a few children took interest in this activity. Iris, Mia and De'Andre took part in this activity which involved them using glue and glitter. De'Andre sprinkled the glitter on his card, along with Mia who helped him. Iris preferred the tissue paper as she tore it into tiny pieces and spread glue using [her whole hand grasp using different strokes](#). Tola then joined in and started to pour the glitter onto the card.

Expressive Arts and Design, Communication and Language



For Easter, Sunshine room created bunny hats and crowns. Mia, Martha, Rafal and Otis showed the most interest in this activity. Mia and Martha were able to [express themselves through physical actions and sound](#); they pulled the pompom off because it didn't stick so well and in the end they left their hats plain.

The children made Easter baskets to put their eggs and bunnies in using coloured paper, pompoms, flowers and sequins. Tola picked up a pompom and said, 'Ball'. Tola and De'Andre spread glue on the paper. Martha enjoyed the texture of the pompoms as she picked up a handful of them and began to squeeze them. They then took part in a bear hunt outdoors.

The children played with the treasure basket. Iris, Otis, Mia and Jasmine were playing with the sponges, squeezing it in their hands. They then moved onto playing with the soft balls. Sophia, Arfa and Rafal joined in and all the children threw the soft balls around. The children attempted to kick the balls around with a little support.

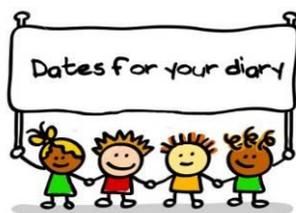
Interest week

To help the children settle back in after the Easter holiday, they engaged in circle time sessions to talk about holidays using some holiday visuals and books relating to holidays to prompt the children.



The children enjoyed exploring the new treasure basket items and had fun with the large soft play allowing the children to release their energy and use their physical ability to [balance, roll, jump and squat](#).





27th month review

Friday 24th May 2019

Bank holiday- nursery closed

Monday 27th May

Nursery closed for Eid

Around 4th or 5th June- TBC

Male Carers' Day

Friday 14th June 8.30-11am

Staff award ceremony

Friday 21th June- Nursery closes at 5.30pm

Nursery Photoshoot

Wednesday 3rd July

Parents' meeting

Friday 19th July

Nursery Trip

Friday 26th July

Graduation Party (For leavers)

Monday 15th July

Nursery closed for Eid

Around 12th August - TBC

Last Day of Nursery for the term

Wednesday 14th August – Nursery closes at 4pm

Comments/ Suggestions

Please feel free to write any suggestions/comments you may have on the space below and return the slip to the office or post it into our suggestion box located in Star room.

Name (optional): _____ Date: _____