



Eiliyah, Jack  
& Gracie



# Rooftop Nursery



## CONGRATULATIONS TO OUR WINNERS

has looked out for the companies best interest, names were put in a hat and chosen by the manager, Hafiza.

This year, due to COVID-19 we changed our method as a one off to give acknowledgment to other staff who may have never had an opportunity to win or be appreciated for their contribution to raising the standards.

When choosing our two winners Hafiza took into consideration the following: The award would go to a member of staff that has not previously won, someone who has dedicated more than 5 years to Rooftop, who has shown great commitment, dedication to their role, who may be overlooked by others, and someone who

*Dedication*



**Sabina** has been with Rooftop nursery since 2012 and is a valued member of the team. She helps with the coordinating the nursery and ensures parents are kept up to date with all information about the nursery and she works between both Brook and Ottaway sites.

**Zarina** has been with the nursery since 2012. She started at our Ottaway branch and then moved to our Brook site as head chef, over the years she has made all the delicious healthy food for all children and staff and we are pleased to announce Zarina has moved back to our Ottaway site recently and will be based here for the foreseeable future.

This year we are pleased to announce our winner at Ottaway is **Sabina Ali** our Nursery Co-ordinator. And our winner from Brook is **Zarina Chunara** our Head Cook.



We would also like to say a big thank you to all the staff for all their hard work and dedication to ensuring our new policies are put into place in line with the governments guidelines and going that extra mile to help the children with this new transition and changes to their routine.



As some parents may have already noticed, we have added a new addition to our decking area which is a beautiful vine wall along the fencing. Our lovely manager Hafiza dedicated her time and effort to install the vines during one weekend, once again impressing the staff on a Monday morning with a fabulous, surprise transformation.

This has created a lovely atmosphere for everyone and will help reduce the amount of sunlight coming directly onto the decking area whilst the children are on outdoors, its now more enclosed and secure for the children to play within and has also created a calming play area where they can also explore the texture of the leaves. Also, as commented by one of our prospective parent "its like a little Oasis"..



## REMINDERS

### Photoshoot

Photoshoot order forms have been emailed to all parents of children who took part in the photoshoot. If you have not recieved your form please contact the office on 020 8986 2006, or alternatively email [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)

Please return this order form with the correct amount of **cash** in an **envelope** to the office by **12th August 2020**. Once we have received payment, we will process your order. Photos are expected to be ready by the end of September 2020.

### Nursery opening hours

We are pleased to inform parents as of 2<sup>nd</sup> September nursery hours will resume back to our normal operating hours of 8.05am until 6pm.

Welcome Skyla! It is so nice to have you back again

#### Sensory Interest week!

#### Understanding the world & Expressive Art and Design

To continue to introduce the basic idea of diversity and to promote self-awareness in Sunshine room, we provided the children with the opportunity to decorate some small card shaped people (using templates of either themselves or a family member of their choice, [as the children enjoy stories about themselves and their families](#)). We used glitter, glue and googly eyes during the activity and encouraged the children to [find their own eyes](#) as they placed them onto their templates. Logan and Felix confidently pointed to their own eyes and Vida pointed to where she had already placed them on her template. Helena, Delia and Gene showed the ability to [make movements which left marks](#) on their work with PVA glue.



Sunshine room children enjoyed our painting activity where we used sponges and they were able to [notice the effects of making movements which leave marks](#) as they dipped the sponges into paint and then printed the sponges onto the paper. Gene observed everyone and was brave [enough to feel the sensory experience of the damp paint](#) by using his finger and he was very proud of his achievement.

Sunshine room children were excited when they created the sensory bottles using food colouring, oil and water. They got to choose their colours and they added some glitter to add a

bit of sparkle, they all enjoyed shaking their bottles and this showed that some of the older children had [control in holding and using jugs to pour](#).

They also really enjoyed making playdough in line with the COVID-19 risk assessment. All the children took turns to add the ingredients and mix the dough together in the bowl. They were given a small amount individually to explore and experiment with and they excitedly poked and squeezed the dough. They even got to take it home at the end of the day. Through this activity they [enjoyed the sensory experience of making marks in the damp paste](#).



#### Eid

#### Understanding the World

Sunshine room children were introduced to 'Eid' which is an Islamic celebration that occurs twice a year. This Eid is called Eid-Al-Adha. It celebrates a very iconic story about a Muslim prophet, which is told to Muslims through the Quran (Islamic Holy Book).

We started off making lanterns with PVA glue and glitter. The children were encouraged to spread the glue onto their papers allowing them to become absorbed in [making connections between their movements and the marks they made](#). Most of the children were able to [understand simple sentences](#) and [respond to the different things said when in a familiar context](#) by being able to select the glitter that they wanted to sprinkle on top of their glue. The children had glitter sprinkled into their palms and were then encouraged to sprinkle it over their paper. Some children tried to pinch the glitter between their thumb and finger and watched the glitter fall onto their work. Felix showed interest in the glitter being in his palm by [drawing the adult into social interaction](#), holding his hands out to the adult, showing he was [experimenting with using sounds and words to communicate](#).



Sunshine room children created sheep using paper plates and cotton wool balls as a way of encouraging children to [experiment with a range of media and materials](#). Delia [picked up the wool with her thumb and fingers](#) and [concentrated intently for a short period](#). Logan, Felix, Gene and Helena used their right hand to spread the glue with their glue stick and held the paper plate sturdy with their left hand, [showing preference for dominant hand](#). They [imitated and improvised actions they have observed](#) from the leading practitioner and [explored the wool by linking together different approaches](#) such as pulling the cotton wool apart and shaking it.

During another activity, Sunshine room children were encouraged to decorate their very own mini paper prayer mat. They were provided with PVA glue and different types of materials to use. They used their [thumb and finger to pick up the small paper cuttings](#) and pushed them onto the areas where they placed some glue. [Gene showed pride](#) after successfully sticking some material onto his paper by [drawing the leading practitioner's attention](#) using sounds.



## Interest week

During the hot weather recently, the babies have been making the most of our outdoor space along with keeping cool and hydrated! Practitioners are encouraged to implement lots of water play activities indoor and outdoor, while observing Rooftop nursery's covid19 risk assessment. We created a water play activity that allows our babies [to begin to engage in pretend play](#) and [use objects to represent something from their experiences](#).

We understand that majority of Sunshine room children have a big interest in both painting and in ball games, so we decided to create a painting activity, using plastic balls as the artistic tool.

We encouraged the children to **explore this activity linking together different approaches** such as tapping, rolling and dropping from different heights using an extended arm. We encouraged the children to **notice the effects of movements which leave marks** through using different approaches. Delia observed her peers closely during the activity and imitated actions she observed from others, pointing and drawing others attention to her when she made **movements which left marks**.

Helena picked up a paint brush using her palmar grasp and dipped it in the water and used it to make vertical strokes on the decking. When she noticed that the colour of the wood became darker from the moisture, she pointed to the wet patch and babbled as a form of expression, **drawing the adult's attention** to her. Delia initially used her hands to **explore using her senses** and then copied the actions she observed from Helena.



Throughout the remaining weeks before rooftop's summer holiday closure, we will be conducting a 'pom, pom drop activity' for the second time to support our babies ability to **look for dropped objects, combine two objects** and **pick up small objects between their thumb and fingers**. This activity encourages the babies to pick up their cotton ball using their thumb and fingers (pincer grasp) and drop them through the cardboard rolls and observe where they have fallen to.

## Yoga

Sunshine room children show great interest and understanding in yoga and are able to show an understanding what the mat is used for as soon as it is placed on the floor. Juno, Vida, and Helena will immediately lay down on the mat with their legs raised in the air and will try to reach up and touch their toes, showing they are able to **experiment with different ways of moving**. Delia has been imitating the poses during the session and Lottie is slowly becoming familiar with the concept of the poses and beginning to join in with encouragement from the practitioner. Sunshine room have also been performing other stretches and poses such as the dog pose, the happy cat and standing with their leg's hips width apart and touching their toes.



## Rainbow room

A warm welcome back to Soraia who has re-joined Rainbow room  
Congratulations to Alba's parents who have a new baby boy!

### Our Families

Rainbow room have been bursting with curiosity about their peers and their own families, supporting their interest we focused on a family theme – Please send in some family photos if you haven't already, so we can add them to our family tree display!

### Expressive Art and Design: Family Tree Painting & Drawing family portraits

To begin the week, the children took part in a family tree painting activity. Using brown and green paint, Maren, Rafal, Alba, Sara and Precious created their very own tree for our display. When painting Maren noted that she would like the “brown paint” showing that she is [beginning to express her own preferences](#). Rafal was guiding his peers through the activity, making circular motions with the paintbrush and asking Alba to follow his movements. Precious used her brush to make large vertical strokes across the page, using a palmer grasp. Our group target is to [begin to use the tripod grip when holding mark-making tools](#) and the children have put in a great effort so far attempting to use this grasp during mark making activities.

During the activity the children conversed with one another and the practitioner about their families, Alba told the group she was going to be a “big sister”. The practitioner told the children that she was a big sister too and told them all about her family. Rafal began to talk about his family saying, “my mummy is kind” whilst Iris told her peers that “my mummy is very funny”. Yve used large circular marks to create a family portrait and then pointed at the picture and said “mama, mama, mama!” As Rafal began to draw his family portrait he took care in choosing his colours, eventually choosing blue as “daddy likes blue”.



### Transient Art Self Portrait - [Understanding the World/People](#)

Rainbow room engaged in a transient art activity, which was focused closely on the children who are due to transition to Star room. Transient art is simply art, without the glue! It can be compiled small-scale, large scale, completed individually or as a group.

The children completed the activity with the supervision of the practitioner and used natural resources to create their own temporary work of art. Mia particularly enjoyed the activity and babbled to herself in the mirror, she used a pincer grip to pick up each loose part and place them carefully into the frame. When looking in the mirror to create her portrait, Mia suggested that her hair was “white” and reached for the White Sea shells, when asked what colour the practitioners hair was Mia noticed that it was “brown” and placed brown buttons on the practitioner's transient art portrait.

Yve became excited whilst exploring the mirror, making faces and smiling saying “me, me, me!” he then held the mirror up to the practitioner and giggled.

## Independent Skills - Personal, Social and Emotional Development /Physical Development

As we grow, we're becoming more and more independent in Rainbow Room we've followed our interest and have been working on some very important independent skills!

Following simple instructions and beginning to independently tidy our toys away shows we are able to **understand and cooperate with some boundaries and routines**. The practitioner asked the children if they could tidy away all the toys in the physical development zone, the children worked as a team to complete the task, holding hands and guiding each other to put the right toys in each box. Rafal and Precious showed pride in completing the task and very much welcomed praise (and a sticker!) looking around the room with Rafal saying "Look! We put them away!"



Rainbow room children also took part in helping to wipe down and clean our tables after eating, Rafal said "It is very messy" as Jasmine responded to say "it's okay, it's okay; I'll brush it for you". Iris helped the practitioner to collect everything we would need to clean the tables after lunch, we collected: a new cleaning cloth, spray, soap, water and brushes for the floor.

Rafal picked up the dustpan and brush, holding it with his left hand and using his right hand to brush whilst Jasmine used her right hand to move the cloth and clean the tables, showing a **preference for our dominant hand**. Independent skills is definitely not just about us working on our own, we're beginning to understand that by working as a team and taking turns we can get things done quickly and safely!

## Golden Rules – Physical Development (Moving and Handling)

The golden rules are very important to follow in Rainbow Room, they allow us to be good friends, great listeners and show we are **beginning to accept the needs of others and can take turns and share resources, sometimes with support from others**. During our morning circle time session, we decided to observe our friends in Star room as they began their circle time. Rainbow room commented on how nicely Star room were sitting and listening to the practitioner, Mia said they were "very nice". We then moved downstairs to complete our own circle time session. All the children focused well throughout the activity, listening and holding their attention throughout the circle time. Towards the end of the circle time session, we put our hands in to the centre of the circle and made a promise to follow the golden rules.

To visualise our promise to follow the golden rules, the children engaged in a hand printing painting activity, we mixed the paint together taking turns to combine the powder paint and water. As we began the activity the practitioner asked the children if they could tell us the golden rules in Rainbow room, Mia said, "be kind" and Rafal said "good listening". After showing that we

understand the rules, we took turns to paint our hands using our chosen colour 'orange' and pressed them onto the paper to create our promise!

Following on our theme of independent skills, we understand that every activity needs to be cleaned up! So, we showed our teamwork skills, and each took on a role to help clean everything away. Rafal picked up the paint pot and used soap and a sponge to wash all of the paint away, Mia collected the aprons and wiped them down and Iris moved everyone's art to the drying rack and wiped down the table. Great teamwork rainbow room! Finally, we shared the hand soap with all our friends at the sink and washed all of the paint off of our hands, showing we [can usually manage washing and drying hands](#).

### **Dental Health and Hygiene – Physical Development (Health and Self-Care)**

Looking after our teeth not only keeps them fresh and clean but supports us to live a healthy lifestyle and one independent skill Rainbow room have been focussing on is brushing our own teeth! We explored our dental health box, looking at different models of teeth and used our brushes to help clean them. The children particularly enjoyed the activity, discussing the shapes of different teeth, Rafal said "it's shiny" and Mia said, "looks like me!" and gave the practitioner a big smile. Mia used her right hand to brush the teeth and started a conversation with her peers saying that "my mummy do teeth at home" showing she is becoming more [confident to talk to other children when playing, and will communicate freely about own home and community](#).



When we take part in any activity, we are able to assess the tools and equipment available and make sure to use it safely. In particular we understood that the toothbrushes at nursery shouldn't be going near our own mouths and took care to guide each other kindly, Rafal said to his peer "not in your mouth" and his peer responded with "Thank you".

It is so nice to see Rainbow room children, supporting each other and sharing responsibilities. Great job Rainbow room!

### **Eid**

#### **Eid Mubarak to all who celebrated!!**

The children in Rainbow room spent a week carrying out various activities to celebrate Eid and learnt about this religious celebration.

#### **Making vegetable pastries**

#### **Physical Development and communication and Language-**

The children engaged in a food making activity. They maintained good listening and attention skills as they are [able to follow directions](#). They used a rolling pin to roll out the puff pastry, Rafal and Iris showed good control and sang together "roll it, roll it". Mia, Alba and Yve observed their peers before showing interest and joining in.



The children asked various questions such as “is it bread?” asked Rafal and “are we going to cook this later?” Mia asked. The next step was to place mixed vegetables into the pastry in which the children were **willing to try new food and textures** as they tasted the veg, “I love carrots” said Iris and she elaborates on this by sharing with her peers “do you know I cook at home with mummy?”.



Mia and Rafal opened their string beans and observed the peas inside. “Wow its peas” says Mia.

The children then folded the pastry over. Alba and Yve asked for help. “I can’t get it closed!” said Yve. Soraia kindly offered her peers help “I can help?” she kindly asked her friends. The children practice folding the pastry and after a few attempts began to do so independently and confidently without the practitioner’s help. Later when the pastries were placed in the oven Rafal, Mia, Yve, Iris, Soraia and Alba were happy to see the end result and took them home to snack on.

### Cultural dressing up & Eid party - **Expressive Arts and Design**

Maren, Alba and Rafal took interest in the cultural music that was being played as they dressed up in cultural clothes. Maren asked various questions when listening such as “is that a guitar?” and Rafal responded “no, it’s a drum Maren” as they both **showed an interest in the way musical instruments sound**. Rafal and Alba held hands as they danced together and **imitate movement in response to music**.



Rainbow room and Star room children combined together to enjoy a party to which the children enjoyed yummy fruits and snacks and each had the opportunity to dress up, Maren picked a sequin dress and showed her peers saying, “wow look at me”, Mia wore a long sparkly dress and showed she is **beginning to make-believe by pretending** as she tells her peers to sit down and relax because “I’m going to make you all supper” says Mia. As the party came to an end the children showed curiosity about the celebration and the practitioner shared a short video with them to which they observed the religion of Islam and observed the cultural celebration and the food, outfits and cultural customs that are carried out on the day of Eid.



### Yoga

Rainbow room children took part in our weekly Yoga sessions, due to the nice weather we decided to carry out Yoga on the play roof. We made a circle and they all had their turn to show a pose to their peers. Some of the poses required them **to squat with steadiness to rest or rises to feet without using hands**. As they all copied the poses and joined in this showed that they can **keep a play going by responding to what others are saying or doing**. At the end of the activity we did stretches which was led by practitioner.

## Star Room

### Friendship/Teamwork

#### Personal, Social and Emotional Development:

Star room children have been a little more sensitive than usual in regard to playing with one another recently, so we took this as an opportunity to encourage some great teamwork and improvements on the bonds we know the children already have. We focused on Friendship and discussing the importance of having a friend at nursery, we asked the children what friendship means to them, who their friends are, and why they love them.



Jack said, "I love Matteo because he likes to play with me!" Camille said, "I love Zam because I play with him at my house and at nursery." This shows the children were able to demonstrate an **awareness of their own feelings and knows that some actions and words can hurt others' feelings.**

We provided Star room with a range of activities such as dancing in pairs to strengthen children bonds; we also encouraged the children to create pieces of art for a friend of their choice rather than the usual "I want to make something for my mummy!" Stanley made a boat using yellow card, scissors, gems, and glue. He said that his boat was made for Matteo and told the adult while she wrote a small message on the back of it.

Jasmine has recently transitioned into Star room and has created an amazing bond with Gracie and Aria, she created a small love card for Aria using scissors, felt tip pens, glue and shiny resources. The children demonstrated their interest in our theme during discussions and free play as we observed them speaking to each other about sharing and waiting nicely. For example, during free flow play, Matteo, Stanley, Ace and Jack were able **to negotiate and solve problems without aggression, e.g. when someone has taken their toy.**

Stanley was reminded of the discussion we had and when he was asked what friends meant to him, he said "sharing toys and not snatching from our friends." This seemed to jog his memory and he done a magnificent job of negotiating terms between him and his peers.



### Expressive Art & Design:

Star room were encouraged to utilize their independent skills during friendship/team building week as they were provided with opportunities to create objects and support each other without the constant assistance of an adult.

The children were able to demonstrate this during their activity of making friendship bracelets using paper, card, scissors and other sticking resources. Star room showed they were able to **construct with a purpose in mind, using a variety of resources** and also **select tools and techniques needed to shape, assemble and join materials they are using**. Matteo crafted a bracelet and said, “this is for Ace, because I love him and he makes lots of jokes, he makes me laugh and we always play together at nursery!” When the adult continued this conversation and asked why it is important to make our friends laugh, Gracie responded “because it makes them happy and it is good to make our friends happy!” Stanley also added “We have to be kind to our friends.”



Overall, towards the end of the week, the children demonstrated a more positive attitude toward each other and were more willing to help one another.

### Islam/Eid

#### Understanding of the World

As Eid approached the children were encouraged to explore the ideas and practices behind the beautiful Islamic Religion. Star room were encouraged to **learn that they have similarities and differences that connect them to, and distinguish them from, others**.



They demonstrated this as they had a group discussion while learning Arabic terms and words such as “Bismillah” “Iftar” and “Eid Mubarak”. The children understood that they were not Muslim as we spoke about what some of the lovely ladies in the nursery wear.

We used Shamima, Shaheena, Sabina, Hafiza and Zarina as reference as we explained that they wear the hijab (scarf) and this is part of the Islamic religion. We also explained that not all Muslim women wear hijabs as we have Akki and Sherilea who do not wear one! The children showed a great amount of interest in the conversation and even said “Eid Mubarak” to the staff who were celebrating, showing that they were able to **understand some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family** as Zam said “we’re not Muslim, I don’t celebrate Eid.” The children also showed interest in gaining an understanding of Mosques and how people pray, Gracie was able to suggest information without being prompted and said “you have to take your shoes off before you go inside!” This shows that Gracie was able to **show an interest in different occupations and ways of life**. Star room also practiced praying as we spoke about prayer mats and looked at ours, Camille, Zaccy, Matteo and Johnny then began to bow their heads without being prompted and said “look you have to do it like this!” their friends then joint in by bending forwards and bowing their



heads.

### Communication and Language:

Star room also took part in a range of activities which were language rich and provided them with the opportunity to learn about Islam in more depth as they continue to grow and develop the capacity to learn such challenging ideas. We took part in not one, but TWO Eid parties to accommodate the children who would not be in nursery on the day of Eid. Star Room continuously sang “Eid Mubarak’ to their peers and also said “Bismillah” before they begun to eat, showing their understanding and using the term in the correct context. This showed the children were able to understand ‘why’ and ‘how’ questions as when asked “when do we say Bismillah?” the children said” Jack said before we eat our lunch!

Star room also celebrated Eid through making lanterns, drawing a picture of their idea of what a Mosque looks like, and attempting to write in Arabic as we explored the beautiful language. Star room were able to build up vocabulary that reflects the breadth of their experiences as they practiced saying “Alhamdullilah” and discovered the meaning of it as we listened to a song which explains the meaning of “Alhamdullilah” which means “praise be to God”.

### Construction Sites/Safety

#### Physical Development & Mathematics:

Following on from the previous week, the children randomly begun singing songs about diggers and piling bricks, we as the staff were a little confused about why we were all going construction crazy but thought we would take it as an opportunity to learn about the amazing job that builders do in more depth! The activities provided encouraged Star room to learn new fine motor skills through holding tools such as spanners and screw drivers to utilise during role play (all child friendly) and even learnt how to put on a safety harness’ and high visibility jackets. This meant the children were able to show an understanding of the need for safety when tackling new challenges and considers and manages some risks. Star room were also able to show an interest in shapes by sustained construction activity or by talking about shapes or arrangements and also talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.



Stanley demonstrated this during a discussion, and he shared his ideas while using his imagination. He said “I will soon go to the shop and buy a really tall crane, it will fit on the ground and then I can put a hard helmet on and turn the crane to lift big things.” Stanley also mentioned to Aria during a conversation, that he was going to ask his Dad to drive the Wheel Loader because he would be “a really good person to drive it.”



The children learnt about a range of construction site vehicles and even learnt new terms such as “Hydraulic cylinder” and spoke about the use of it lifting the bucket on the wheel loader. Oliver and Matteo were very intrigued with this theme and continued to sing “build them up, dig, dig, digger” while playing and using the tools and a range of blocks. Star room have greatly enjoyed Lego play and Interstars recently too, as they will build a range of more complex structures. Johnny said, “I’m making a zoo; this gate will stop the animals from escaping.”

Rafal and Jasmine have recently transitioned to Star Room and are making a great effort to get involved with more challenging activities and group discussions, showing that they are able to [listens to others one to one or in small groups, when conversation interests them.](#)



Lastly, the children have also shown a great interest in train tracks and pretended to be TFL underground engineers as they took their building to another level. They worked as team to construct the trains to follow around the roof and underneath the climbing frames.

### **Yoga:**

Star room continuously develop their understanding of yoga and how it supports our emotional wellbeing. Zam & Jasmine have shown great interest in the yoga book which is called “Ommie & The Magical Garden” by Sirkka Fisk. Zam and Jasmine often ask to read the book and Zam says “I think it’s a good idea if we use this book and do some yoga later on. That’s a great idea.” This shows that he is able to [use talk to organise, sequence and clarify thinking, ideas, feelings and events.](#) We also perform yoga during outdoor play and encourage the children to take turns of being in charge and playing the role of the “Fitness Instructor.” During these warmups, the children encourage each other to perform stretches we do during yoga and the new poses they have recently learnt which are the Siberian Tiger and the Crab. The Tiger provides the children with the opportunity to reach their arms out and stretch their legs backward while balancing on the alternate knee



