

Happy Birthday!
Luna and Anayah

Roof top nursery



A huge congratulations to Akki on the birth of her baby girl. Mother and daughter are both doing well, and we look forward to meeting her very soon.

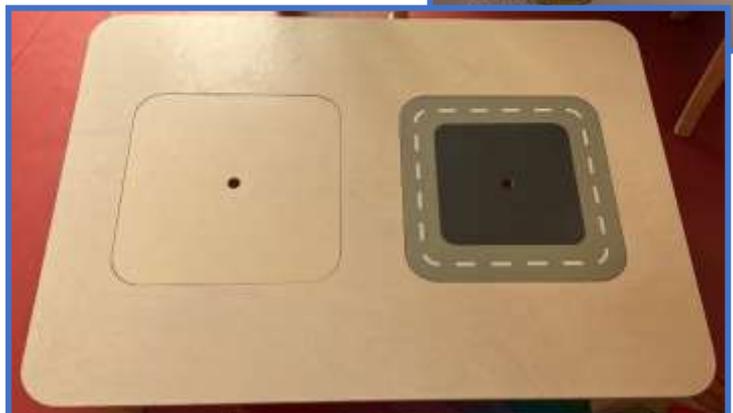


As part of the ongoing training at Rooftop nursery, some Brook and Ottaway staff came together and completed a Food Hygiene and First aid course. Aside from Inset day training, all staff took part in different trainings carried out by external companies who come into the nursery to carry out the session and reiterate this vital information which helps to build on the staffs knowledge and understanding when it comes to following policies and procedures in the workplace



Once again thank you for the donations during Sport relief, we have received our certificate for the amazing £200.00 we raised.

Thank you to Anu's parents for the amazing wooden table and walker. Sunshine room babies love them and are making great use of them.



Rooftop Nursery

Our amazing, refurbished baby garden



Our new garden has now been refurbished, and the manager had a vision, drawing upon ideas of what areas the children enjoy exploring daily and enhancing them to a more sensory and convenient experience for the children. Our manager who is always creative in her thinking drew up the plans herself and called over our regular team of experts to transform her vision into reality. M.A.D Builders once again did a perfect job in bringing these ideas to life. **What a serene place created!**

Our new features include a small sensorial water fountain, a new digging patch for the children, and new flower beds with different textures of flowers complementing the existing vines that create an internal garden view with a shady atmosphere yet in the outdoor area creating a beautiful texture of colours to seem through the vines on a sunny day and a garden where something always blossoms all year round. New drainage to the grass was included along with levelling out the step to the garden from Sunshine room decking. To give it the finishing touch a wooden bridge was added for the babies and toddlers to climb and crawl over. The garden will continue to develop as the children will be planning activities around the new layout with a vegetable and herb patch that the children will all contribute towards. Our babies and toddlers are really enjoying this new space and exploring their new bridge, water fountain, and digging patch. If any parents have not yet seen the garden, please feel free to have a look when you drop off your child/children in the mornings. A few pictures of our new garden area below:





Male Carer's Day: On Friday 17th June 8.30-11am- keep your morning free!

You are most welcome to attend this special occasion with your child and meet all the other dads, granddads, brothers, and uncles. Male Carers' Day is a great chance for male carers to come along to the nursery and spend quality time, participating in fun activities with your child/ren and weather permitting compete in our obstacle course! There will be special gifts for all carers who attend, and food will be provided.

Timetable for the day

8.30-9.45 am- Indoor Activities
9.45 -10.15 am Play roof activities (obstacle course)
10:15 -10.45 am Food/drinks and gifts



Photo shoot on; Wednesday 6th July 2022 at 9 am.

We will have a nursery photoshoot that includes group, sibling, and individual photos too if requested. Please lookout for the form we will give out soon. If this is not your child's usual nursery day you are welcome to drop them off at 9 am and pick them up by 10 am so they can be part of the group photo.

Be sure to dress your children in **bright and colourful clothing** to stand out, and please ensure your child arrives by 9 am to avoid missing the group photo.

Trip update: Thank you for all your suggestions and votes. After counting the votes, at present Chessington has received the most votes, however the final decision will be made once we have a few more votes. The trip will take place **on Friday 22nd July 2022**. Look out for the email/ letter coming your way soon.

Our Graduation Ceremony for Star room leavers



We are fast approaching our graduation ceremony for Star room leavers. The children that will be graduating will have a special ceremony on **Monday 18th July** which the parents of leavers will also be invited to attend. The ceremony will begin with a speech by Hafiza at 2pm and finish at 2.30 pm. The parents of those that are leaving will be invited to attend this ceremony. We will inform parents of further details soon.

The children are excited about graduation, they have already started making their graduation hats and will start practicing the graduation song. We will be providing a copy of the graduation song to Star room parents, so please support the children to practice the song at home too! After the ceremony, the children will celebrate by having a group and individual photo shoot and a party.

We are looking for a volunteer to bake a graduation cake & an entertainer for the children for this special occasion. Please get in touch if you would like to help us out.



Reminders

Tiny Mites: Mondays, fortnightly

Football: Tuesdays, fortnightly

French: Wednesdays, fortnightly

Book bags: changed weekly every Tuesdays or Thursdays

EID/Ramadan

Understanding the world

After our Easter holiday, as it was still Ramadan, the children took part in activities related to this occasion. As the holy month of Ramadan commenced, the children participated in a range of discussions and activities which prompted their understanding of this beautiful time. One activity we carried out was tasting dates, Rafal said “When do you eat dates?” The practitioner explained that when Muslims fast, to open your fast you eat a date and then start eating your meal. This shows the children were able to [show an interest in different occupations and ways of life](#). After discussing dates which included where they come from and how it grows the children had the opportunity to explore the texture and also had a turn to taste them. We discussed how [some things make them unique, and also spoke about some of the similarities and differences in relation to friends or family](#)



The children then took part in an Eid party in the afternoon to celebrate together which enabled them to have a better understanding of other people’s beliefs and how they celebrate, EID is celebrated to mark the end of Ramadan. During Pm snack, the practitioner explained to the children that families all gather around together to have a big dinner together when opening their fast. Alba was very intrigued by it and said, “how long is it for, the practitioner replied, “we stop eating when the sun rises and eat when it’s sunset”. The practitioner then played Arabic music in the background and the children were able to [listen and respond to ideas expressed by others in conversation or discussion](#). After snack time had finished the children went on the dance floor, and all danced together holding hands and laughing.

Literacy

The children have been interested in food play which has been carried out during free play as they tend to play in the home corner, pick up food objects, and pretend to cook or make a salad using the different vegetables. The practitioners decided to plan activities linked to food such as “what’s



in the bag?" using food items. The children then sang the "what's in the bag" song, the practitioner shook the bag for each child to take their turn picking different food objects to which they then sounded out the first letter of the object. Alba pulled out a corn on the cob and all the children sounded out the first letter, they all got involved in the activity and concentrated well. The children also carried out another activity where they made a plan to make their own pizza by writing their shopping list on what toppings they would like to put on their pizza, Alba said "I'm going to put cheese, onion,

mushroom, yellow red and green on my pizza" This shows that she has her own idea on what to put on her pizza and can express her preferences, this also shows that she was thinking critically, Rafal was asked a question by a practitioner about what he is going to put on his pizza, he responded by saying "cheese and tomato", this shows **that he was having his own idea and being unique** as he chose a different way to make his own pizza, all children discussed what toppings they will be having. The children took turns writing each letter on their shopping list with the practitioner's guidance, holding the pen supports children's fine motor skills and they tried their best to hold it correctly as they wrote. A trip was also planned to buy the ingredients from the local store however on the planned time and day it rained quite heavily which meant our trip was unable to take place. We hope to reschedule this trip so the children will still have the opportunity.

Mathematics

Star room children took part in sensory number activity. The aim of the activity was for the children to be more **familiar with numbers and explore numbers in different ways to support their mathematical skills such as recognising numbers and being able to say them**, some children learn in different ways, and the same method might not work on every child. This also enabled the children to use a variety of resources to create numbers, the children chose colours of their choice.

The practitioner wrote a number down on each paper and asked the children to say the numbers on the paper. Rafal, Karaeah, and Vida were familiar with the numbers, they said their numbers out loud when the practitioner asked them, the children concentrated during the activity, this shows they were **willing to have a go and they are active learners**. The children held their glue sticks and traced the number on the paper with the PVA glue, afterwards they sand sprinkled it on the glue, each child had their turn to do this. This gave the children the opportunity **to develop their fine motor skills by grabbing the glue sticks and holding it using the tripod method**, it showed that the children were willing to have a go, to find out and explore what happens when you sprinkle sand



onto the glue, the children saw the number being created on their paper. The children had fun sprinkling the sand onto the glue and putting glue on the paper.

To extend the activity the children then moved on to making their own orange juice. The children each took an orange, and each counted how many oranges they had. Danessa-Mai said, “we have 4.” The children then selected their own chopping board and plastic knives and were each given an orange to cut, however, before cutting the oranges the children spoke about the texture of the oranges and how they smell to which Rafal said “It is very bumpy” following on from that Karaeah said, “I love the smell of oranges”. They were then guided on how to cut the oranges safely. Each child then started cutting their oranges in half, once the oranges were all cut in half the practitioner asked the children how many oranges do we have now? And Karaeah said, “8 because we cut it in half”. The children then squeezed the orange juice into the jug one by one. This activity enabled the children to [develop their gross motor skills](#) while squeezing the orange. The children [showed a lot of interest and excitement](#) to make their own orange juice to have at lunchtime and also reflected on healthy eating.



Forest play



Our Forest play sessions have now resumed for this year. Our Forest play lead Hafiza takes time each week to ensure that the children have access to a variety of different experiences and skills in the outdoor area. Star room children walked to the Hackney downs park and discussed things they noticed along the way such as a funfair which was present at the time, they spoke about going to the fun fair with their mummies and daddies. While walking Rafal and Karaeah saw leaves fall off the tree and Rafal said “spring is nearly over” showing he was able to [talk about some of the things they have observed such as plants, animals, natural and found objects](#). We

then continued to walk towards the park and came across a man who works at the Learning trust, the children shared their excitement about going to the park for Forest play. As it was Delia's first time attending the Forest play session, she gave him a high five and said "I'm really excited".



As Star room children walked to the park and sang marching songs such as 1,2 and 3. Rafal and De'Andre were both looking at the environment around them and Rafal noticed a Mercedes and said, "I know that's a Mercedes" Following on from that De'Andre said, "I want Lamborghini". On arrival at the park, the children were encouraged to take their harnesses off and do a race! We stood in a line and encouraged the children to respond to instructions involving a two-part sequence, they put their right leg forward in front of them, their arms up at a 90-degree angle, and waited for Hafiza to say, "On your marks, get set, go!". The children were very good at listening to instructions from Hafiza, as Hafiza individually praise each child for their effort and acknowledge how well they can follow the instruction given, she models the positions of running on each instruction so that the children are engrossed and focused on her, making the sessions very fun and exciting for the children. The children began running and raced in a straight line, Karaeah was really fast. When the children were asked to stop Hafiza directed the children to the stop next to Karaeah, this showed that the children were able to follow simple instructions. The children then carried on running to the area where we carry out Forest play. This showed all of the children were able to [negotiate space successfully when playing racing and chasing games with other children, adjusting speed, or changing direction to avoid obstacles](#). Once we arrived at our forest play area, the children sat in a circle and discussed various ideas such as the rules and procedures for the session which included demonstrating some actions such as X-factor, no picking no licking, no going past the red tape, staying within the taped zone and spoke about road safety as it was Gene's first session with us as well as Delia still getting used to it. While talking about the rules Hafiza asked the children what the first rule is and Karaeah said rule one not passing red tape. Following on from that Rafal said rule 2 is no picking no licking. This showed that the children were paying close attention and is aware of the danger. Rafal and Alba were able to say, "No picking no licking". This showed the children were able to [adapt behaviour to different events, social situations, and changes in routine](#). As a strange man approached us during forest play Hafiza asked the stranger politely to not disturb the session and reminded the stranger, that we are ensuring the safety of the children. The stranger carried on his way and Hafiza reminded the staff of the safety procedure and asked the children their opinion on safety whilst being out of the nursery, Hafiza asked the children "When should we call the police?" Rafal replied saying "When a stranger takes longer than usual, and his behaviour is not acceptable". Hafiza praised all the children and Rafal for his highly confident communication skills and being able to express articulately and practise skills which are practised daily with children at nursery.



Mud painting:

To begin this activity, the children used two scoops of the muddy water and soil which was created through the potion activity. Felix was really intrigued by digging using a spade and was adamant to find a snail as he has been showing a lot of interest in snails, [showing his care and concern for living things](#). Delia was really fascinated by painting the big logs using mud which allowed her to understand that resources can be used in different ways and explore with different textures. Alba began painting and said, "I am painting my mummy in the car!" showing she was able to [use language to imagine and recreate roles and experiences in play situations](#). Safeeya then came alongside Alba and said, "I'm painting my brother and mummy". Felix Then



came to the logs once he made his mud paint and said, "I'm going to paint a dinosaur with big claws and legs it will break this log". As it was Gene's first session, he took part in the mud activity and did a great job and had great control when pouring the water into the mud. He could get a big scoop of mud and put it into the pot without the support of an adult. When moving on to painting the logs Gene noticed that someone has chopped the tree down and placed it in the park and said, "I'm painting the tree someone chopped". De'Andre poured the whole bucket of mud onto the log and said, "I'm painting Nathoya". Anayah said, "Anayah painting up and down" and showed the practitioner how she was painting the log. Delia then said, "I'm painting a big flower" with a big smile on her face! When making the potion Safeeya had good control while pouring the water.

Nature scavenger hunt:

To begin this activity, as it is now summer, we had the Autumn scavenger hunt cards. Arfa and Rafal immediately realised that we may not find some of the things in the pictures as it is not Autumn anymore. The summer cards were also added the children realised the differences in the season showing that the children were able to [develop an understanding of growth, decay and changes over time](#). Anu showed a lot of excitement when he found a stick on the floor and said, "I can tick the stick I found it". He then was able to tick the box.



The children then carried on walking around and looking very carefully for the pictures. Alba saw a yellow flower and said, "That looks a Sunflower but it is not". Safeeya then was looking for leaves and ran up to a tree and said "Look look! That's a lot of leaves I found it but it is not yellow", Helena then followed and said, "There is so many more than 100". Rafal then noticed a snail picture and said "I picked up a lot of snails at nursery with Gozde".. De'Andre showed a lot of excitement when he found 2 snails on the log and wanted to show Rafal and Anu. Anu was walking around with a magnifying glass and used it to look at insects on the log. Gene was able to hold the pen with his right-hand tick the checklist however he was doing the grasp method while holding the pen. Felix, Juno, Safeeya, and Delia have been very engrossed in finding insects, they were interested in the ladybird and Rafal said "I found a lot of insects!".



Log Climbing:

We then did some log climbing practice, and explored the different ways to climb, jump and take different routes up and off the log. Anayah, Arfa, Safeeya, Alba, Karaeah and Rafal were all very keen and confident when climbing up and over the logs and were able to jump off without support from the practitioner who was supervising. They were all able to safely land on the ground by placing both feet on the ground and bending their legs at the knees, then supporting themselves by putting their hands on the floor. However, Anu, Helena, Anayah, Juno and Delia required physical support by holding their hands and helping to keep their balance.

This activity gave the children the chance to develop their gross motor skills, balancing skills, and muscle strength while walking across the trunk. Some children such as Gene, Delia, and Anayah needed adult support to hold their hand as they walked across and were showing confidence in asking adults for help. Gene demonstrated a sense of pride when crawling underneath the tree trunk and then attempted to climb over, he said "Look I'm doing it Anu".



Yoga session:

After a long day of doing very fun and creative activities, the children took part in yoga session during outdoor forest play. This enabled the children to be more familiar with and observe the environment around them. All the children laid down and looked up at the sky and shared what they saw by looking at the clouds. De'Andre mentioned that he saw a "dinosaur sitting down and train". Rafal said he saw "a doughnut". The children-maintained focus and were able to lay down for 10 minutes. The children noticed the shape x in the clouds and shouted "x-factor" which is when the children cross their arms when they see anything such as an animal. Delia spotted an aeroplane. The children all relaxed in the outdoor area, concentrating on their breathing skills. Some children just wanted to cuddle up and sleep.



Our X in the beautiful blue sky



Bonus classes

Football

Physical Development

Football session with coach Jack who was our new football coach, he introduced himself by saying his name is Jack, each child said their names, Rafal, Alba, Juno, Helena, Vida, Delia, Thomas, Gene took part in football session. The children kicked started the session with a warm-up, where the children took part in jumping and roaring like lions and kangaroos.

The coach gave them instructions to follow, gave them a football and asked the children to bounce it gently while they all counted from 1 to 10, then hitting the football very hard and counted from 1 to 11. Anu joined his friends to play football, he kicked the football with his legs gently, and the children were instructed to not go through or pass the island, the blue and green cone was put on the floor to demonstrate the boundary. The children were instructed to place their football on the top of the cone and lined up behind their football and cone and listened to the next set of instructions. Coach Jack instructed the children to firstly kick the football when they hear him shout "go". They all did well by following the instructions. **They were using all their energy and skill** during this session, and they also had fun.



Tiny mites:

Janine our Tiny mites teacher began her session by singing the hello song, The children stood up and danced to the songs, they jumped, waved their hands, turned round in circles, clapped their hands and carried out a variety of body movements taking the lead from Janine. The children then role played going to the beach, they were each given a plate to use as a steering wheel as they role-played driving their car to the beach, they held the plates as the steering and turned them around. The children were taught to close their car doors when getting in the car and were reminded to put their seat belts on for safety. Now that the children had driven to the beach, they pretended to put on sun cream, sun hats, sunglasses, and swimming costumes. Rafal said "we should put on rubber rings" then Juno said, "We should put on our costumes for swimming." The children then sang the seaside song with Janine, they laid down and stretched during the activity whilst they imagined they were at the seaside. Janine asked the children "what did we see at the seaside?" Alba said, "a shark," Rafal said "maybe a sea monster" and so did Vida, Aharon said "a seaside". They were then given colourful fabric and they used the fabric to pretend it was a jellyfish throwing it up in the air and catching it to make it look like a jellyfish, the children then pretended to make a wave with their fabrics and made whooshing sound, the children were waving their fabrics about, they then were snapping their hands like sharks mouth and pretended to be under the sea. The children then pretended to be going to bed, they put their pyjamas on and



pretended to brush their teeth, then pretended to go to bed. They laid down to pretend sleep as Janine sang. To finalise the session, Janine took out her bubbles machine, the children got very excited and were very happy to wave their arms in the air and pop the bubbles.

Rainbow Room

EID celebration

Making Eid Biscuits **Mathematics: Measure**

We have been focusing on EID celebrations with the children. The children **showed a lot of interest** in the activity. The children learned about how Muslims celebrate Eid around the world and how they invite their friends and family to their houses and have different types of foods that they cook especially for the occasion.

So, to link with this discussion, the children enjoyed making biscuits as part of an adult-led activity. They were provided with resources including flour, butter, raisins, and cookie cutters to cut the dough into shapes. The children **were able to name the various ingredients as the practitioner took one at a time to mix together**. The children were able to **communicate and talk about whether the texture of the dough was hard or soft**. The children were able to focus on using their **hand-eye ordination, and fine motor skills** as they rolled the dough and used their shape cutters to cut the shape of their biscuits



Making Eid cards

Expressive art and Design: Creating with materials -

As we continued to extend on learning about Eid. The practitioner set up the resources at the table with the coloured card, glue, sequins, and glitter. They were supported to **learn and understand various cultural beliefs and their traditions** which helped the children to understand the world. The children showed interest as Gene, Delia, Peggy, Willow, Soul, Ada took part in the activity, **concentrating intently** and enjoying the experience of allowing **others to contribute ideas** and make suggestions on how they can add to each other's cards. They did this by handing each other different decorative resources. As the children were empowered to **make their own decisions**, to **choose which resources they wish to use** and **learn how to use various tools** such as glue sticks, spatulas and practice their **fine motor skills** to peel stickers and pick up small pom poms and gems, etc. Delia asked "can you write a message for my mummy and daddy"



Mathematics

Mathematics – All About Numbers

After observing that the children had some difficulty recognising numbers in books and during games with rules, which had been making these games a bit tricky for them to follow, so we have planned a whole week, dedicated to learning, and improving our math skills.

Throughout the week the children were involved in activities related to this topic, exposing them to numbers, participating in activities to help them recognise numbers, label them by their names, and play games with rules involving numbers. For example, counting pom-poms, tracing, and drawing numbers.

Colour of the week

To extend our learning of the colour green, we have been implementing and engaging in messy play activities using this colour, to support the children to recognise and label the colours

Exploring Green play dough - Mathematics



To support the children's ability to recognise and use methods of measure and trial and error, the children assisted the leading practitioner in making some green playdough. We chose green as this links with our colour theme of the week, promoting exposure to green and helping to build familiarity with it. The ingredients were placed on the table in front of the children to encourage the children to take part. Peggy and Luna showed the most interest in this process and assisted the practitioner in beginning the activity. They waited patiently for their



turn combining the ingredients in a large mixing bowl as they each took turns using a large wooden spoon to mix the ingredients. They helped the practitioner pour, measure, and combine, Water, Flour and Oil. Luna questioned; "Can I mix it?", prompting that it was her turn to try. The children were also provided with sequins, small wooden chippings, beads, and other small, variously shaped buttons to which they were encouraged to decorate the playdough by pushing these resources into the dough and setting it aside to dry. This supported the children to have their own choice and make their own decisions to select and use the resources they wish. Peggy said, "look at mine!" as she held up her finished piece of dough and smiled with a very proud grin.

Number matching/counting pom poms - Mathematics:

As a way of building on our counting skills and the ability to recognise numbers the children participated in a counting and sorting activity. The rule of the activity was to place the right number of pom-poms into the numbered cupcake cases. For example, the



children were asked to place 3 pom poms into the cupcake case that has the number three written in it.



Some children found this rule a little tricky and picked out a handful of pom-poms placing them into random cases however, the practitioner supported and explained the rules again to which the children became more familiar with the concept after some assistance. There were 5 cupcake cases with each number written on the inside of the base of the cupcake case. Amaya did well as **she used her thumb and finger to pinch** and pick up one pom-pom at a time and placed them into the cupcake cases **counting** along with the practitioner, to ensure that she had placed the correct amount. Soul and Dylan also **gave it a go**, doing their best to pick one pom-pom up at a time and put them inside the cases. They showed a good ability to **count along** with the practitioner as they counted the pom poms together and dropped them into the cases.

Tracing numbers - Mathematics

Encouraging the children to **look closely** at the outline and shape of numbers, 1-5, the children took turns participating in a tracing activity. Ziggy, Dylan and Soul participated in the activity. The practitioner gave the children lots of support to **hold the pencil** and trace around the dotted numbers. Soul, Dylan, and Ziggy all participated in this activity. They were asked, 'what number is this?' each time they traced around a number. Soul smiled and stated: 'two!'. Willow watched **alongside** the table,



exclaiming, and stating a few of the others that she could see on the papers.

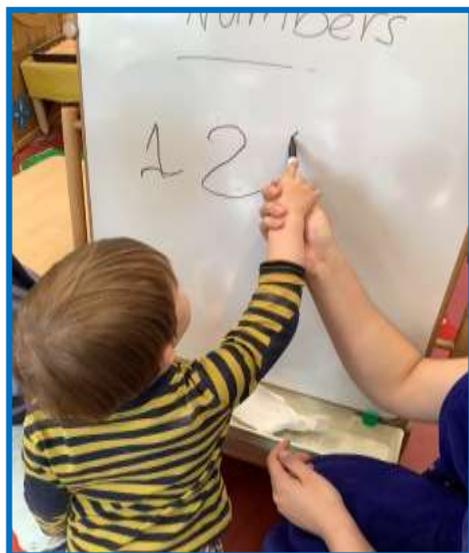
Outdoor Paddling Pool Play

Due to the very warm weather, we had the opportunity to take our paddling pool out. The children took their shoes and socks off and enjoyed a paddle in the pool. The children stood in the pool three at a time and stamped their feet in the water, splashing and giggling. This activity helped the children move around as a form of **exercise**, **releasing energy and encouraging an appetite**.



Number Session – from 1-5

To build on the children's knowledge and ability to recognise numbers and know their names, the children sat around in a semi-circle, and the practitioner wrote each number on a whiteboard easel. To support the children to recognise numbers by the way they're shaped, they were asked what number they could see, then show the number on their fingers and to say the name of the number clearly. We repeated this two times. The children were confident saying the names and tried their best to hold up the correct amount of fingers. As a trick to remember the name of the numbers we made connections between each number and a funny acronym, for example, we learnt that 1 stands for 1 wiggling worm as we began to wiggle our index finger like a worm.



We learnt that 2 is like having two bunny ears, placing our two fingers on top of our head representing ears, 3 is like having tentacles like an octopus as the children tickled each other with three fingers, 4 turns into a friendly spider that crawls on all our laps and 5 is for giving each other high fives.

The children really enjoyed this concept, making it fun and exciting for them. When the practitioner questioned the group of children

asking: "who knows what this number is?". Gene put his hand up and said "1" with certainty and confidence. Thomas then joined in and said "2". To extend on building the children's ability to recognise the shape of the numbers, one by one the children stood up and came to the board and with the support of the practitioner they held the pen in their hands and practised writing numbers. The majority of the children used their right hand as a dominant hand.



Gardening project

Garden Project Week

The children have been noticing changes in weather, seeing warmer and sunnier weather while on outdoor play, they have noticed varied bright colours in the outdoor areas: yellow sun, white clouds, green bushes and green trees, brown tree trunks, red and pink flowers.



We also used as an opportunity to link our surroundings with our colour of the week, revisiting all the colours that we have previously learnt and explored as this links with all the different things that we have seen. We dedicated a week of exploring the different aspects to outdoor areas including exploring and learning about bugs, insects, and planting, learning the process to planting and how to use tools to complete this process in the correct way.

Making Garden Soup - Understanding the World:

To begin our garden theme, we encouraged the children to be creative, use different materials, think outside the box and use their imagination, we prepared and implemented a messy activity with the children. We began by asking the children “what ingredients should we include in our garden soup?” the children then walked around the garden looking for natural resources to use for their soup. Gene, Willow, and Dylan showed eagerness as they picked up small leaves, and flowers and scooped up mud to place into a plastic bucket.



Amaya said, “Look! I see a flower” as she pointed to a flower in the garden. Peggy and Willow picked different shapes and sizes of the leaves while Dylan and Thomas worked together to collect some mud and transferred it to the bucket. They then put everything collected, into the indoor water tray and used metal bowls, scoops, ladles, and small dishes. The children worked together with the leading practitioner and added the different ingredients together, one by one, naming each item as they went along. Amaya, Willow, Dylan, and Ziggy used spoons and bowls to pour and transfer the soup from one container to another, showing fascination as they closely watched how the water flowed from one container to another.

Making Ice Lollies

Personal Development: Health and Self Care

We have been enjoying the sun and warm weather, speaking about the blue skies, aeroplanes, some white clouds, birds, bees, and butterflies.

As a method of keeping cool and involving the children in food preparations, we prepared some milk ice lollies with the children in the morning. The children used a small carton of milk to pour into the plastic ice lolly moulds. We didn't have enough ice lolly moulds for everyone to go around, so we also used some large heart-shaped ice cube moulds and made some milky, heart-shaped, ice cubes all the children enjoyed making them. The children were able to pour the milk into the mould independently, as they waited patiently for their turns. In the afternoon the children sat outside on the decking and enjoyed eating their lollies.



Expressive art and Design:

Being Imaginative and Expressive

As Rainbow room children enjoyed playing in the paddling pool the previous week, we decided to make use of the paddling pool again. The children were all excited and took their socks and shoes off as soon as they saw it set up. When Zayn went to the paddling pool he **jumped and splashed** in the pool with his peers beside him. Luna, Soul, Amaya, Dylan, Lowen and Ziggy also **took part** also splashing around.



Planting in pots - Understanding the World:

While on outdoor play, on the play roof, Ada, Luna, Dylan, Ziggy, Thomas, and Peggy participated in a planting activity in which they **took turns** scooping some soil from a bag using our **new** handheld shovels. The children were encouraged to scoop soil and pour it into their pots, they then placed soil feed into the soil and mixed it around, made a small hole in the centre of the pot and sewed a bulb into the bottom of the plant pot where we made the hole. They then finished off by covering the bulb with some more soil and setting them aside to get some sunlight and to be watered later. We



encouraged the children to **take turns** and supported the children to **use their knowledge and understanding of the amount to use**, to be able to **measure** what they needed for each ingredient. For example, the children were requested to pour one spoon of soil food into the soil and then take out one flower bulb to push inside the hole in the soil. The children all **followed instructions** well and showed **eagerness** to get stuck into the activity, doing each step, one by one.



Trip to the park

As we have previously observed Rainbow Room children showing interest in the planting activities, we have been **looking more closely at nature** and the outdoor environment. We have focussed more on the **different weather types; learning about how to care for ourselves in different weathers**; hot or cold, rainy, or sunny weather. The children **discussed what they think they should do to look after themselves**, i.e.: wearing a coat when it's cold, applying sun cream when it's hot, and drinking lots of water. We planned a trip to Hackney downs park, to play sports

and see what critters and bugs we could find in the park. We also involved the children in the food preparation for the trip as the children have shown interest in making different foods.

Colour of the week: We continued to look at a range of colours as we explored the different [weather types and associate one colour to each weather type](#), for example, Grey for rainy/cloud weather, yellow for sunny weather, white for snowy weather, blue for cold weather, red for hot weather.

Making Sandwich for our trip

Personal, Social and Emotional Development: health and Self Care -

With a trip to the park approaching us, Rainbow room children took part in a sandwich-making activity, ready for when we visit the park. The practitioner gathered some resources, such as bread, grated cheese, and butter spread. Amaya, Willow, Soul, Dylan, Ziggy, Thomas and Lowen all took part in the activity. The practitioner helped and supported the children to make their sandwiches as children sat and waited patiently for their turn. The children took [knives and spread the butter using their independent skills](#). Willow took a little bit of cheese and sprinkled it onto her bread, saying to the practitioner “look at mine”. Soul also pinched some cheese and put it into his mouth and said, “more please”.



Trip to the park

Understanding the World:

To expand on our awareness of the outdoor environments and to [promote cultural capital](#) we took the children on a trip to the park. We walked to Hackney Downs Park, whilst walking to the park the children [pointed out various things that they saw](#), including a parked police car, a dustbin truck, and a zebra crossing. We introduced the children to the concept of a zebra crossing, which requires us to stop, look both ways and cross when it's safe. We explained that it's safe to cross when there are no cars, bikes, motorbikes, or lorries and when the adult says that it is safe. When we arrived at the park, we sectioned off an area for the children to play in, then separated the children into two groups.

One group began playing with a football, practicing [using their feet to kick the ball, their hands to hold and throw the ball and catch the ball](#), encouraging the children's [social skills, and engaging in](#)



play with each other. The other group played with bats and balls, practicing using the bats to tap the balls a short distance away from themselves. They were shown how to hold the ball with one hand and let go, hitting the ball with the bat. Once the children had played for a short while they all sat down to eat their cheese sandwiches which had been made the previous day. The children showed pride as they remembered making the sandwiches.



Bonus classes

French

The session began by gathering the children into a circle and welcoming Debbie our French Teacher with a wave, a big smile and a very loud “Bonjour”. Debbie began the session by asking and acknowledging the children about how they were feeling. She showed the children a big yellow softball which she then used as an indication for the children to be allowed to speak when the ball was thrown at them.



Each child had a turn with the ball as Debbie threw the ball around the circle to provide an opportunity to all children. Ada reached out his hand and said ‘Ada’. Debbie followed this by showing the children the different emotions on picture cards and labelled each emotion in french. “Ca Va Tres Mal” said Debbie as she showed a blue crying face and made crying sounds.



The children giggled and Thomas exclaimed: “Oh you’re just pretending”. Willow smiled and pointed to Debbie and stated: “But you are smiling now”, Debbie replies: “I

am feeling much better now”. They then practised dressing in firefighters’ outfits and sang “London’s burning” in French, shaking small plastic egg shakers and marching around in a circle, shaking their shakers high above their head when the song said, “Fire Fire” in French.

Football

Alongside Star room children, Thomas, Gene and Delia who had their first football session met a new coach this week Coach Jack, they began their session with a warmup which consisted of jumping, roaring like a lion, and bouncing like kangaroos. After the warmup, they were given



instructions to follow and were given a football each. Coach Jack asked the children to bounce the

balls on the ground gently using their hands, while they all counted from 1 to 10. The children were then instructed to place their football on top of a red cone and asked to stand behind their football. Next, the children were prompted to **wait and listen for Coach Jack to say: "Go"** to which they then kicked the ball as hard as they could.

Sunshine Room

New settler – Roxanne, she has joined our nursery and has been settling in very well. She loves exploring the different resources and toys around the room and has been trying to make good relationships with the babies and practitioners. The rest of the babies were happy and excited to meet Roxanne.

EID

The babies returned to nursery after the long bank holiday weekend, as we returned, we celebrated Eid marking the end of Ramadan by carrying out some baking activities and we had an Eid party. The babies enjoyed exploring the traditional Islamic clothing and used their links and imaginations to describe what they could see; they were willing to enhance their knowledge **further by asking simple question like 'what's that?'** to the practitioner. They all took out turns to wear the clothing and pass them around. We also had pictures and photo's relating to Eid events which some children observed carefully and showed curiosity through pointing and babbling comments.



Making Cupcakes

Physical Development – Moving & Handling
Communication and Language – Speaking

The babies continued their baking skills as we observed that mixing ingredients is something they enjoy, and we wanted to continue this interest. The babies made banana cupcakes for the Eid party, they used **their palmer grasp** to help pour in the mixture together and **used their right hand** to use the spatula to mix together. Marley and Phoebe were particularly engaged in the activity, **using their hands to feel the texture, explore all the different ingredients and how they feel**. Whereas Luca, Zephaniah and Dylan F were very excited to feel the egg, flour and the final batter that was made with the bananas. Marley helped the practitioner carefully



pour in the flour, whereas the Phoebe and Marley **took turns** helping **stir** the ingredients together. When it came to mashing the banana, Luca pointed to the banana and Flynn said "banana" as he **used single words**, then we brought out the eggs and Phoebe said "EGGG!", and watched the practitioner crack the eggs



into the bowl and was very eager to stir it all in. Once the batter was ready, we evenly scooped it into the cupcake cases ready to bake. Some of the children enjoyed their cupcakes during afternoon snacks, whilst the others took some home. During the party the children also enjoyed dancing **as they moved their body to the music**, they held hands with each other, hugged and danced together.

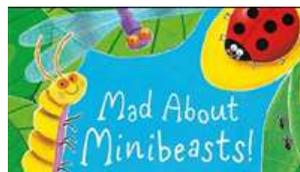
Making biscuits - Communication and Language

In order to allow the babies to **experience and explore** the different baking skills, we encouraged the babies to make raisin cookies as our follow-on activity. They gathered together at the table and watched the practitioner introduce the ingredients. Marley and Phoebe looked very **engaged observing and listening carefully**. As the practitioner added the ingredients, she allowed Marley who insisted to help pour in each item and said “yeah” with excitement showing she can **express her interest**. The babies were able to wait for their turn as the bowl was passed around to do the mixing. Luca, Phoebe and Blue-Jean even **tasted the raisins, exploring different tastes as well as feeling the texture**. The babies used **single words** to communicate what they saw. Phoebe picked up the egg and handed it to the practitioner and **said “egggg”**. While Marley and Luca **used their right hand to grip** onto the mixer and stir. As the practitioner formed the dough the children helped roll it out using the rolling pin supporting **their gross motor skills**, they were encouraged to press all the raisins into the dough using their fine manipulative skills and we also encouraged some counting 1-10 during the process. When the babies saw the star-shaped stencil, they **all repeated** “star” and wanted a turn to cut out their biscuits with the stencils provided **making connections** between the **movement and marks they made**.



Minibeasts

As we have observed the children noticing more critters and bugs in and around the outdoor area, we planned and implemented a week to learn and explore everything about the tiny creatures we have seen. This supported their interest and curiosity towards these outdoor creatures. To expand their



knowledge, and **to make links between what they have seen** and what they create during the week. Whilst in the garden the children noticed the Catkins that shed from our Oak tree, and they look a little like worms.



Max, Flynn and Marley who have been really interested in the Catkins and have been calling them “worms”, **using single words**. So, considering this, we encouraged the babies to participate in making bugs with play dough, painting various bugs, and exploring small world bugs and critters into messy play which links with their interest.

Painting Bumble bees **Expressive Arts and Design - Creating with materials -**

In order to support the children's understanding of different minibeasts, the babies painted bumble bees onto rounded sheets of paper and used googly eyes to create realism. The babies used paintbrushes to stroke yellow paint onto paper plates, using their most **dominant hand, making movements that leave marks**. Marley and Maya dipped their finger in the paint and **used their hands and fingers to paint** allowing them to **feel the texture** of the paint, **enjoying the sensory experience**. Luca and Phoebe dipped the paint brush into the paint using their left hand to also spread the paint across the paper **making random marks**. Max and Maya dipped the brush and used their fingers to feel the paint from the brush, then continued to draw dots on the piece of paper. Phoebe, Luca and Marley used **single words by** saying "paint", "yay", and "bee", while others giggled as they touched the paint. We went onto reading a mini beast story book after the activity where they spotted the bumble bee in the book as they point it out which shows they are **making connections** and **recollecting their experiences**.

Physical Development - Moving and Handling, Expressive Arts and Design – being expressive

Another activity the babies carried out was making caterpillars using arts and crafts materials. The practitioner showed the babies a caterpillar toy and demonstrated what they need to do using glue, pom poms and cards. All the babies **had immense interest** in the activity as they were surrounded by the table. Zephaniah picked up glue from the cup, and used the brush to lay some glue on the paper they **used their palmer grasp and fine motor skills**, they then went on and applied pom-poms to where they put glue as they used their **pincer grip to pick them** up, they then added some googly eyes to finish the look of the caterpillar. Marley, Flynn and phoebe were interested in feeling the texture of the glue with their fingers and they realised how sticky it was. Max, Flynn, Marley all said "eyes" as they stuck them on. This **helped build their understanding** of what types of insects come out during spring and summer, allowing them to know all the different types of mini beasts as well as giving them the chance time **experiment on different craft materials**. Our new settler Roxanne also took part in the activity, she used her right hand to place glue on the paper and picked her choice of pom-poms, she continued to repeat this until she was happy. All the babies **explored the texture** of the glue being sticky and pom-poms being soft.



Bonus classes



Tiny Mites - Communication and Language

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 **observed** the opening song as the tiny mite dolls were introduced and Flynn, Phoebe and Gabriel were able **to follow the actions**. Marley and Max paid **great attention and were listening** to the practitioner. As the songs came on, Luca and Phoebe stood up and started to **make movements, dance and shake** around while showing big smiles. They were very happy with the material that was handed out to them and showed interest in **feeling the texture** of them, some were **soft** and some **hard**. They all looked very

curious as to what the materials could be used for and were **intrigued** after the practitioner explained. Towards the end of the session Janine always sings the goodbye song and blows bubbles with her bubble machine which the babies love.

Max, Flynn, Marley, Luca and Phoebe stood up straight away to start dancing and making jumping movements. Gabriel also started **clapping** and giggling as he was seeing all the children with excitement.



Mini Beasts continued



As we have observed the children, showing more interest in discovering the different minibeasts in the outdoor area, we continued the theme for a second week.

Also, this topic is so broad, and the babies have not yet been able to explore and learn about **all** the different types of minibeasts, the children have been exploring and finding different creatures in the garden and have become curious as they found a baby snail in the garden. They understood that they needed to be extra gentle with this creature as its very fragile. Flynn and Max recognised what it was immediately and called it a “snail”. Taking this into consideration, we encouraged children to participate in making bugs with playdough, painting, drawing as well as incorporating messy play which linked to their interest.



Butterfly Collage Sun catchers - Expressive Art and Design- Creating with materials

One of the many creative activities the babies carried out was making butterflies using different colour tissue paper. The babies used glue on PVC paper in order to make it look more authentic. Marley, Flynn, Blue Jean and Phoebe **picked up the PVA glue using whichever hand is dominant to them, making strokes with the glue**. They then followed on choosing the favourite colour tissue paper and stuck it right on the glue.

Some of the babies **felt the glue, used their fingers to feel the texture and realise how sticky it was**. Phoebe and Marley **pressed down on the tissue paper** ensuring that the paper have been glued properly. Maya and Max were picking up the glue, they managed to put it on the paper but **used their hands to smudge the glue around**, then giggling about what they had on their hands. The babies **enjoyed exploring and experimenting with** how they can use different colours to create a butterfly but also **developed their knowledge** of what a butterfly is, how it looks and what it does. The practitioner was describing the butterfly and the babies looked intrigued where Flynn and phoebe also said “fly”.



Paper plate ladybugs

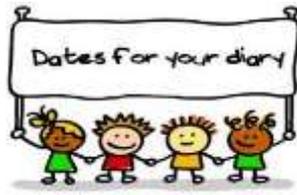
Expressive arts and design – Being Expressive and Imaginative -



We had noticed that the babies enjoyed using materials to recreate mini creatures which is why, the babies engaged in recreating a ladybug using paper plates and black, red and green crayons. The babies had a visualised picture of a ladybird to use for **imagination and ideas**. They were engaged and sat around the table to join the activity. Phoebe, Flynn and max were **housing the picture as a reference to help them understand how the bug looks**. Max understood that black crayon is used for the dots and Flynn and Phoebe copied Max actions. Dylan, Maya and Zephaniah also tried their best to draw but mostly drew lines and circles as they required more assistance although, they were expressing themselves through physical actions and sounds, having **a firm grasp** and making hand **movements** with the crayons.

Parent Notices

- ✓ 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 provide a labelled bag with adequate amount of spare clothes (underwear, trousers, socks, nappies, wipes etc.)
- ✓ Please call the office by 9.15 to inform us of any absences or late arrivals.
- ✓ Please check your child's pockets to ensure they do not bring items from home.
- ✓ **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
- ✓ **Tapestry:** If you need support accessing Tapestry please contact Sabina on office@rooftop-nursery.com



Open Father's / Male Carer's Day

Fri 17th June (8.30am to 11am)

Photo Shoot

Wed 6th July (9 am-1.30pm)

Graduation Party

Monday 18th July (2 pm to 2.30 pm ceremony)

Parent's Afternoon

Fri 23rd July, Wed 29th July Thurs 30th July
(9am to 11am, 2pm to 2.30pm & 5.30pm)

Eid Holiday

Around 20th July (To be confirmed)

Annual Trip with parents

Friday 22nd July – Nursery will be closed

Summer Holiday

Last day Wed 10th August - Nursery closes at 4pm

– Re-open Wed 31st August

Mon 29th August – Bank Holiday

Tues 30th August - Inset day

Review us

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

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

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

Brook <https://goo.gl/maps/hQrp23ouxaMXy3KY8>

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 corridor.

Name (optional): _____ Date: _____