

Roof Top Nursery celebrated its 15th Anniversary by having one week of fun packed activities. The children had the opportunity to engage in various activities each day during free play. There were all sorts of fun things from physical activities such as jumping on the bouncy castle, bowling, egg and spoon race, creative activities such as making bookmarks and decorating plant pots, photo frames and many more. We hope all the children enjoyed it.

We managed to raise a whopping **£562.56** across both sites which will be used to buy additional resources for the children in each room. Thank you to all the parents and staff for the kind donations and to



A very happy birthday to Juno, Iris, De'Andre, Ivor, Kei, Arfa & Skyla



the staff that went out of their way to bake and prepare the resources, we couldn't have done it without you all!



Congratulations to our raffle

prize winners, Anu's parents, Sophie and Satyajit! Hope you enjoy the goodies. Congratulations to our staff raffle winner, Ciana, from Rainbow Room.





celebrate!



A little bit of Rooftop history



Roof Top Nursery was founded 20 years ago by Hafiza Bhaiyat, who at the time was a young mother looking for childcare in Hackney. After visiting many nurseries, she was inspired to open up her own. Her vision was to provide childcare to the children in Hackney and like most parents she yearned for a fun, safe environment that provided individual care for their child and see each child as unique individuals.

After five long years of searching for a suitable location, sourcing an architect, contractors, obtaining planning permission, and demolishing the old school keeper's house at Benthall Primary School, a purpose-made building was built for children to develop in all areas of learning. With no previous experience of business or childcare, Hafiza gained her qualification and expertise by looking after children in other settings whilst the project blossomed into something very beautiful. The business has since grown into a successful and viable nursery.



But Roof Top Nursery is not just a daycare nursery, it is a space where the owner creates love and passion within her team and inspires vision amongst the team. The children are loved and cared for, the team and children are given a secure space to make them feel at home. As we see the children develop into confident individuals, watching them walk proudly down the street after school gives the owner and workforce strength to continue the passion. 20 years on, this story still continues to blossom and grow. We wish many, many more happy enjoyable years for Roof Top Nursery.



Manager's comment; Looking back at the year, we have achieved plenty: stories have been captured, new themes and concepts have been learnt, and songs have been memorised and reams of paper and craft supplies have been used. Every day we are inspired by whatever new comes our way, overcoming all challenges that have presented us and the years have taught us that our small steps taken every day come together to pave the path to lifelong skills!

Parent's comment

Rooftop is a unique and wonderful nursery. My daughter has been attending for the past two years and I'm so sad that it's time for her to start school. All the staff are kind and calm, the children experience so many varied activities during their day, from yoga and football to singing, baking and heuristic play. We've made many great friends through nursery and I feel I can not recommend the place enough. Any child is lucky to go there. Thank you Rooftop! Dara, Aug 2020

Rooftop is a wonderful place. Not too big to be overwhelming, and still intimate enough to feel like a family. The space is used well and the roof top area is great for the kids and is safe and well taken care of. Both my children have attended over the past 6 years and I'll be sad when I don't need to come here anymore. It's a really well run nursery, with a strong management team and the attention to detail is excellent. The food is delicious too! Lucky kids eating food from all around the world. The staff are the absolute stars though - every single member is kind, nurturing and generous with their care and energy. Their end of year summer trips are always a highlight as well as the Christmas party and male and female carers' days. They really do go the extra mile here. For a private nursery in Hackney you won't find much better - both for the price but more importantly for the care and fantastic service they provide to the children but also to the parents. Highly recommend Rooftop (Shartyn, Jan 2020)

We absolutely love Rooftop nursery, both our children are incredibly happy and have great bonds with their teachers. The Staff are great and many of them have been there for a long time, so the children have a sense of stability in the nursery. Management is great, the owner is very present and personable. Generally, it's a nursery with a real caring and nurturing ethos, with lots of activities for the kids and for parents at different times of the year, which gives it a strong community feel. I highly recommend Rooftop! (Katerina, July 2020)

Play, Learning and Development

Sunshine room

Animal washing station – Personal, Social and Emotional development

To promote the children's ability to [express their personal experiences in their play](#), and to be kind to animals, we created a water play activity where we encouraged the children to take the animals in the sand from the tray and wash away the sand using the tray of water and bath puff loofahs.

Some children needed a lot of encouragement to join in with and participate in the activity even after the play was demonstrated by the leading adult. Some seemed wary of touching the sand but [showed a 'can do' attitude](#) by giving the water tray a go, splashing and prodding the water with their index finger. Helena held a bath puff with her thumb and finger, flicking it everywhere and also washed the animals with it. They were able to point and gaze to share their interest with the practitioner. Others were confident with exploring the two different materials and made various noises that matched the animals in the sand tray; they said "roar" when they spotted the tiger and "Oooo" when seeing the elephant.



Heuristic play/Treasure basket Communication and Language

To support Sunshine room children's ability to [concentrate on an activity of their choice](#) and to [pay attention to details](#) we conducted a heuristic play session, providing tins, wooden materials, boxes, steel utensils, wicker baskets and material samples and allowed the children to lead their own play while practitioners expanded on the children's' specific interest.



The children showed perseverance when trying to fit lids on top of containers and fitting various other items into the different pots and containers, while some [showed frustration](#) when it became difficult.

Dentist Foam Play - Physical Development

The practitioner demonstrated how to brush their teeth with the pink foam, encouraging pretend play/role play, using the toothbrushes. The children participated in the activity, concentrating intently. They used their fine motor skills to grip the toothbrushes using tripod and palmar grasps. Most children showed interest in the activity without touching the foam however, some children [observed closely what the practitioner was doing and copied](#). This activity encouraged the children to use their senses such as touch and smell. To support this, the leading adult encouraged the children to smell the foam, asking them questions about the smell and using key words such as 'it smells yummy' and 'fruity'. Some children made links, [acting out their past experiences in their play](#) by lifting the toothbrushes to their mouth, placing it on top of their lips or in their mouth.

Fun Week Activities

Sunshine room children took part in the various activities run by the adults during the week in celebration of the nursery's 15th anniversary! We made bookmarks, photo frames, decorated plant pots and made handprint poems to support our children's fine motor skills and ability to [use pointing with eye gaze to make requests and share their interests](#).



We also had so much fun bouncing and rolling around on the bouncy castle, [playing cooperatively with an adult](#); 'peek-a-boo' and chasing them around the bouncy castle, tickling them.

We also got the chance to win an amazing prize from the lucky dip activity, dipping our hands into a shiny box with hidden treasures inside and pulling out a golden prize!



Number hunt - **Physical Development/Mathematics**

To begin to introduce mathematics to Sunshine room children; we created an activity, combining plastic balls and numbers as a way of including the children's interests while learning. We hid numbers underneath small plastic balls in a tray and encouraged the children to rummage around to find the hidden numbers to encourage number recognition. Some of the children were confident to copy the actions shown by an adult, rummaging around the tray, under the balls and [using their thumb and fingers to pick out each number](#). Some children [used single words](#) to demonstrate their ability to identify the colours of the balls by correctly saying the name of the colour clearly.

Number Drop - **Mathematics**

To support children to [begin to recognise numbers](#), we labelled two cots number 1 and 2 using 2D number stencils. The practitioners asked each child to place a range of objects into either cot number one or cot number two, one item at a time. Some children were [able to follow instructions](#) and place the items into the correct cots when asked. Others needed a bit more guidance as they began to place the item in a cot they thought was the right one, according to the instructions, but [used pointing with eye gaze](#) to confirm if their actions were correct.



Soft Play - **Communication and Language**

During a soft play session, the children in Sunshine room danced to the music in the background while on the soft mats. The children [showed interest in each other's play](#) by copying each other bending their knees up and down bouncing to the music in the same way they [observed the other's doing](#).



They found new ways to do things by sitting in the arch of the arched cushion and rocked back and forth singing: "row, row your boat" with an adult's supervision. This shows a use of imagination and making links. The children also jumped up and down by bending their knees and then falling forwards deliberately saying "weeee". They took risks by climbing on top of the soft play pieces and then jumped off, laughing, and rolling around on the mats, showing pleasure when being tickled by the adult after they jumped down.

Black history month

To celebrate Black History Month the children did activities that were inspired by important historical figures.



Traffic lights - Expressive Art & Design

African American Garrett Morgan invented the three-position traffic light system in 1923 which is still being used today. We used this as inspiration to make our own traffic lights. Using paper, glue and coloured circles Gene and Helena held the glue spreaders with a tripod grip, tapping the PVA glue onto their papers. They both then picked up the red, orange and green circles of paper with their thumb and finger, placing them onto the white paper. The practitioner showed the children a picture of a UK traffic light to use as reference and spoke about the different colours and the meaning; "stop, ready and go".

Creating a bus – Communication and language



Rosa Parks was an American activist in the civil rights movement best known for her pivotal role in the Montgomery bus boycott. The United States Congress has called her "the first lady of civil rights" and "the mother of the freedom movement". Rosa Parks broke the racial segregation laws in 1955, by refusing to give up her seat to a white civilian.



We used Rosa Parks most iconic story, and encouraged the children to paint their own interpretation of a bus. The practitioner provided an image from a book as a visual, paper and red paint with paintbrushes. Anu, Helena, Lowen,

Gene and Deila all took part in the activity as they used single words and repeated words to communicate with the practitioner. Anu repeats the words 'red bus, painting, wow', all whilst he makes marks with excitement. Deila showed interest by painting the paper all red and asked the practitioner for 'more paint'. Helena was doing up and down movements with the brush, when she finished her painting she handed her painting to the practitioner and said 'done'.

Diversity handprints – Physical development

The children were shown a variety of shades of paint and they were encouraged to dip their hand in the paint or let an adult paint their hands and print them onto large paper. Helena & Delia only observed their peers. Whilst Anu was hesitant to have his hand painted at first but with encouragement from a familiar adult, he cooperated and printed his hand on the paper. He then continued to do this independently, stamping his hand down onto the paper



with paint on it as he enjoyed the sensory experience of making marks with damp paint or paste. Gene was very willing to participate and was cooperative as the practitioner painted his hand, he stood still and allowed the practitioner to stamp his hand as a demonstration. He then independently stamped his hand repeatedly on the paper as he made a connection between the movement and marks he made.

Harvest

Physical Development - Stacking Potatoes

In accordance with our Harvest season theme, Sunshine room explored the different ways of playing with potatoes. This is because potatoes are one of the most popular and widely harvested crops in agriculture. To support the children to begin to balance blocks, we cut the potatoes to create chunky slices and encouraged the children to stack one on top of the other. We used a wooden stacking ring toy to support the children in making links between the two activities.



Most of the babies took part in this activity and copied the play that was demonstrated by the adult, picking up one slice at a time and piling them on top of each other to create a sturdy tower.

The children used different approaches to explore including; turning the slices over, running their finger along the potatoes, pointing to the different marks they could see and bringing two slices together, banging them to make a muffled sound.

EAD: Making Autumn Wreaths

Considering that the season is still Autumn, we created an autumnal activity to encourage the children to explore a range of media and material. The children were encouraged to paint the

outside circle of paper plates and they showed confidence when making up and down strokes with the paint brush, showing interest in movements which leave marks. The practitioner put sequins onto the table and the children showed excitement as they used pointing with eye gaze to share their interest in the sequins and glitter on the table.

Making sensory bottles

To support the children's interest in filling and emptying containers, we gave the children the opportunity to create their own sensory bottles by filling recycled water bottles with harvest themed materials such as popcorn kernels, oats, rice and autumnal leaf sequins. They all used their thumb and finger to pick up pinch size amounts of the different ingredients and transfer them into the water bottles.

The children showed interest in this activity as they concentrated intently when participating and made requests while engaging the adult to help them to get things out of their reach.



Once the children had finished putting materials into their bottles, they closed the lid, screwing it on, with the help from an adult and the adult modelled how to use them by shaking the bottle up and down which made sound. The children then copied the adult and had fun shaking their bottles and making music!

Bonus sessions

Physical development & Communication and language

Tiny mites - Sunshine room children looked forward to the music and dance session as they eagerly approach the music teacher and are curious to explore her resources. They all **move their whole bodies to sounds they enjoy, such as music or a regular beat**. Luna had her first session, she showed joy and pleasure during Tiny Mites when hearing the music and showed interest when Janine the teacher, took out the cat puppet, as she **pointed with eye gaze** towards it and said: "Gato"



(which we were informed by her mother that this means "cat" in Spanish. She bopped up and down by bending her knees, to the beat of the music when the 'Grand Old Duke of York' began to play. Gene and Helena danced to the music and also observed the other children dancing and **paying attention to the dominant stimuli**.



Yoga - The practitioner supported the children to practice stretches. Delia, Helena and Gene

attempted to copy the adult when demonstrating the different positions, while using the visual cards. Delia and Helena accurately copied the different poses with calming yoga music in the background. Gene and Anu laid down on their backs and stretched their arms up over their head and gazed up at the ceiling pointing at the sensory lights as the adult sang twinkle twinkle little star.

Soft Play

Sunshine Room children love the soft play! They **showed high level of energy** and enjoyed **taking risks** by stepping up onto the soft blocks and jumping down or wobbling off, saying: "again" each time, to **engage an adult to help achieve their goal**.



The children also stacked the different soft blocks on top of each other to make towers and **showed pride in what they had achieved**, by attracting the attention of an adult and pointing at the tower they had made.



Food/ Sensory week

Toddlers love to explore the world with their senses and building our knowledge of healthy food allows us to understand what our body needs to grow and play. In Rainbow room, we decided to mix our love of healthy food and sensory play to create a week filled with food related activities.

Understanding the World: Outing to the shops



To begin the week of food related activities, the children went on an outing to our local grocery store. As the children got ready to go the shop, they excitedly chatted amongst themselves to discuss what foods they would to buy, Mia said “lemon” whilst Vida said “orange”.

Walking to the shop, the children held hands and the practitioners discussed road safety such as looking left and right and waiting for any vehicles to go past. As we arrived at the shop the children began to list off all of the fruits and vegetables they could see, De’Andre said “pineapple” and “apples”. Each child picked their favourite fruit and placed them into a paper bag, showing that they **can express their own preferences!**

Together we practiced how to say some names of the vegetables that they may find difficult, the children were able to attempt to pronounce “aubergine”, “courgette”, “parsley” and “corriander”.

As we walked back together to the nursery, the children named some of vegetables they had seen including some of the more difficult ones, showing they can learn new words and able to use them in communicating.

When we came back, we asked the children if they would like to cut and taste the fruits that they picked. The children had their own individual chopping board and plastic knives. The practitioner discussed knife safety with the children, asking for their input as to what we should not do when using knives. Sara said, “no eyes”. When asked what we should do with knives Safeeya said “cutting” **showing understanding of tools and their purpose**. As the children were given their fruit, they were encouraged to explore using all their senses, smelling the fruits, squashing them in their hands and tasting them. As Mia explored the orange segments, she noted that the orange “is spurting out at me” **showing understanding of word endings**.

Physical development: Health and Self-care

In the nursery, we love to eat pasta for our lunch and it’s sticky, slimy sensory properties are also perfect for play! The practitioner prepared some cooked pasta, pasta sauce, bowls and forks for the children to make their very own pasta dish. Everyone took some plain pasta into their bowls, using forks and a large spoon. The children **began to use more complex sentences to link thoughts**, such as when Mia touched the pasta, she said, ‘a bit sticky, it is a bit hard to take out, you see!’ Eiliyah said ‘I like plain pasta, not with the sauce’. They tried it first without the sauce and then with the sauce that they mixed in. Juno and Mofe preferred to eat it with the sauce. As a follow up activity, because the children enjoyed touching and exploring the pasta, we extended it using mash potato and some parsley with rolling pins. Yve, Vida, Eiliyah and Mia enjoyed touching the mash potato, they formed it into small balls. Mia started to smash the parsley with a rolling pin, and she noticed the smell of the parsley, she commented on it by asking ‘What is this smell?’

Some of Rainbow room children showed interest in becoming more confident with using scissors so instead of cutting papers we came up with the idea of cutting green beans. The practitioner put green beans in a tuff spot with plastic knives and scissors. Precious showed control in using the knife to attempt to cut the green beans, using a sawing motion. Some of the children did show control of [using one-handed tools and equipment, e.g. makes snips with child scissors](#). Eiliyah explored the green beans by cutting with both scissors and the knife, she picked up the bean and opened it up pulling out the beans from inside. De'Andre and Mofe held the scissors with control and cut the beans into small pieces.

Fundraising and Fun week!

Thank you for all the parents for co-operating with our Fundraising week. The children took part in different fun activities, such as Hook a duck, bowling, making keyrings, decorating photo frames and plant pots and planting, handprint poem, egg and spoon, bouncy castle and lucky dip.

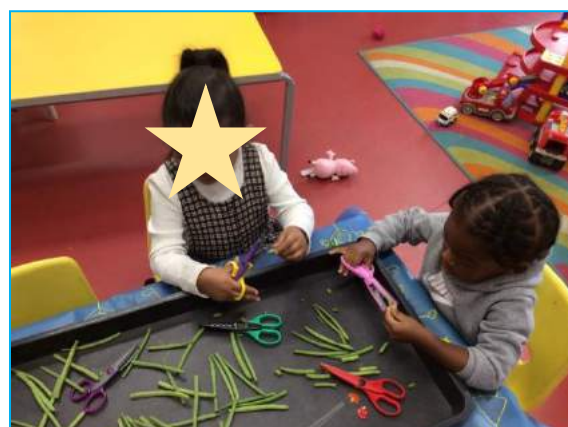
In addition, throughout the week we continued our food related activities to follow our children's interest and support exploration of new textures and tastes.

Physical development: Moving and Handling

All of the children enjoyed taking part in our 15th Anniversary celebration party. We set up our party table and as free play we even decorated our own party hats with stickers and drew on them with crayons.

After snack, we turned some fun music on and played some party games! The children were all excited and demonstrated the ability to [focus their attention and to follow directions](#), for example when the music stopped they all had to sit down and when it was turned on they started to dance again. Mofe and Logan went to take some instruments from our basket, this emphasised that the children can [express own preferences](#) and initiate their [own activities with support](#). During our party games and dancing session, the practitioner introduced a new game "musical statues" to challenge the children, all of the children tried their very best to stay still and even helped each other for example Mia followed the practitioner to say "freeze!" and point at her friends to help them understand when to stop. Overall, the children particularly enjoyed the party and dancing together. As we progressed through the week we added more fun, dance activities for the children to express themselves and show us their fantastic dance moves!

Photographs from our 15th Anniversary: [Remember to check tapestry for videos and pictures of your child engaging with their chosen activities!](#)

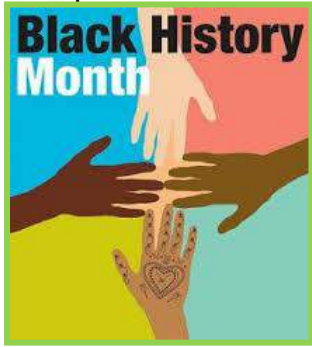


Expressive arts & Design: Exploring and using media and materials

Recently many of our children have shown interest in vehicles and making marks, combining both interests the children took part in a large scale drawing activity with markers attached to the back of the cars.

Black History Month!

We celebrated Black History Month as a special time of year which gives the children an opportunity to explore the themes of African-Caribbean history and diversity. Offering opportunities to engage in relevant first-hand experiences can help children make connections between different lives, cultures and experiences, whilst also allowing a safe and non-judgmental space for discussion around similarities and differences between people and cultures. We planned activities that allowed children to explore different aspects of African-Caribbean experience in a meaningful way, through purposeful play and discussion.



Physical development: Health and self-care

Rainbow room children took part in a fruit and vegetable tasting activity, following the theme of diversity the practitioner chose fruits/vegetables that were from different cultures and discussed the fruits origin and properties. We explored and tasted plantain, avocado, sweet potato and looked at a coconut. Logan picked up a coconut and noticed that it was “spikey”. Vida said ‘I ate coconut at home’. The practitioner cut the plantain into slices and then we cooked them and shared them between all of the children in the nursery so the children were able to taste it if they chose to. This activity allowed the children [to try new food textures and tastes](#). Blaise used all of his senses to explore the foods asking for “more, please” as he tasted the dragon fruit.

Opening up discussion around food during our activity meant that we saw a lot more food related language being used in our role play and home corner. Safeeya said “mummy have” when discussing the avocado and Logan cooked “yam for dinner” for his peers. In the coming weeks, Rainbow room plan to use real foods in our home corner to keep the great discussions going and expand our sentences.



Expressive arts & Design: Exploring media and materials

The children took part in a paint mixing activity, mixing colours to make different skin tones. The practitioner noted that it was important for the children to use all colours when making their handprints and **discussed that all of us are unique, each having similarities and differences**. The practitioner asked the children if they could see any difference between themselves and their peers or the practitioners, Mia noticed that the practitioner's handprint is bigger, so she said, "you are big". We also talked about hair styles such as some people have curly hair, some people have straight hair, Mia said 'I have curly hair'.

The children used gross motor skills to move the paint around the paper, making large up and down strokes. We encouraged the children to show their creativity in interpretation, some children chose unique ways to apply the paint to their hands, Eiliyah chose to use a paint brush whilst Mia decided to dive straight in and press her hand into the palette showing they can **choose different ways to do something**. Juno said "me" as she pointed at the handprint she had made, showing an emerging ability to **ascribe meaning to the marks she makes**.

Understanding the World – People and Communities

Extending on the diversity topic, the practitioner began the session by showing the children some clips from other children at different schools around the world. The practitioner stopped in between the clips and asked the children if they could see any differences to their nursery. This allow us to observe if they can **understand 'who', 'what', 'where' in simple questions**. Logan noticed one school was "outside" so the practitioner followed on to ask "why do you think they are outside?" Mia said "they cold?" **showing empathy and understanding of seasons** whilst Sara said "hot".

Following on our theme of beginning to understand people and communities the practitioners also read the children the stories "Handa's Surprise" and "Handa's Hen". The children **held focus on their activity for a period of time** and some children showed they were beginning to be able to **shift their own attention as the practitioner called their names**. The children noticed that Handa's life was very different to their own and commented on the houses and animals. As different animals appeared in the story, the children began to share their own stories and experiences with animals. Juno **expressed her own preferences and interests** when asked what animals she liked, she pointed at both the goat and the hen.

Physical Development: Moving and Handling

As we read Handa's Surprise the children noticed a characters necklace and excitedly pointed out the different colours they could see on it. Following this interest the practitioners set out an activity allowing the children to make their own colourful pieces of jewellery, large beads with thick strings for necklaces and smaller beads with thin strings that required lots of concentration and supervision for safety.

The children **took pride** in seeing the outcomes of their activity and proudly showed the different practitioners that entered the room. Juno and Vida showed **focus and the ability to remain involved with an activity for a period of time**. De'Andre and Yve showed masterful fine motor skills and patience as they carefully threaded the beads onto the string, saying "I do it, I do it".

Practitioners in Rainbow room are committed to promoting diversity and inclusion throughout the year and not only during October! Look out for further cultural activities throughout the year.

Harvest festival

Last week, we celebrated Harvest with the children. We had the opportunity look and discuss different ways of collecting food and plan activities that are based on the children's interest.

Physical development



Some of Rainbow room children showed interest in activities where they need to use their fine motor skills, therefore, following on their interest we planned some activities where we could extend on this, such as making sunflowers using paper plates and seeds. The practitioner gave out paper plates and some orange/yellow crayons. The children then had the opportunity to choose between either yellow or orange. They then took turns spreading glue in the middle of their plates. They **showed understanding of prepositions such as 'middle' or 'on the top'** when they were asked to stick the seeds into the middle. De'Andre and Safeeya said 'I want to make it for mummy' so decided to make two flowers so they could take one home.



During outdoor play, the children enjoyed collecting leaves which we then stuck to our special display on the window. To extend on their interest the leaves were used to make wreaths along with seeds. Vida separated the leaves by the colour: yellow, green, red. Mofe was focused and followed instructions really well, and chose a different strategy for himself by putting the seeds on the plate and then brushing glue on top. Logan said 'I want to stick a red one'. This activity demonstrated that they are able to **express their preferences and interest**.



Rainbow room made a scarecrow using junk modelling. They using recycled cardboard tubes. The practitioner demonstrated to the children how she would use the scrap paper to create the scarecrows shirt and let the children design their own. Sara said "my mummy be scared of scarecrows" and Mia held her hands to her face and pretended to scream.

Karaeah invited her peer to join the activity, beckoning to De'Andre to join her at the table. Logan said "my scarecrow hair" showing an emerging ability to understand parts of the body.

They showed **understanding of complex sentences**, for example 'First glue your paper roll and then stick the googly eyes'. Vida was particularly engrossed in the activity and took her time to design her scarecrows shirt, using a pincer grasp to delicately place each scrap of paper on to the tube.

Understanding the world

Rainbow room children watched videos of how people collect food during Harvest and the machines that are used. We practiced repeating words such as 'combine harvester' and 'reaping' and observed how crops are harvested during the clip. Logan was excited to see the tractors and how farmers collect apples. The children said, 'Look they are shaking the tree'.



Expressive Arts and Design – Exploring and using media and materials:

Rainbow room children all participated in an activity which included making prints with corn on the cob. This activity enabled rainbow room children to understand that they can use different resources in many ways which they found remarkably interesting.

The children were incredibly surprised when they saw the corn on the cob alongside paint with it. Logan started questioning saying "What is Logan going to do". He was very fascinated by it as he kept asking questions to the practitioner. While the corn on the cob was going around for the children to feel the texture, they were also asked to start peeling it. Vida knew what it was before the practitioner mentioned its name. She said "corn on the cob" out loud. Safeeya was very shocked when she saw the inner part as she was not expecting it. Safeeya really enjoyed dipping it in the paint and rolling it over. Juno was using her fine motor skills by peeling it of. She also liked rolling it in the paint and stamping it on the paper instead of rolling it.

They were **beginning to be interested in and describe the texture of things**, Sara was watching her friends and observing at first but once she saw what she had to do she wanted to take part and asked if she can roll it. Once she done it, she really enjoyed it and started feeling the texture of the corn on the cob with paint over it and said "cold bumpy".



Tiny Mites

Rainbow room has loved having our Tiny Mites sessions back! Expressing ourselves through music and movement is so important to our development and we also have a great time doing it, picking up new listening and attention skills.

This month the children have become more confident in joining in the session. Karaeah has begun to clap her hands and is [beginning to move rhythmically and imitates movement in response to music](#). Mofe has become more familiar with the songs and will sing along to them whilst moving his body. Mofe is also [joining in singing favourite songs whilst creating sounds by banging, shaking, tapping or blowing](#) as he used the musical instruments provided and shows his excitement through facial expressions.



Juno, De'Andre, Safeeya and Eliyah are quite familiar with the songs and will [join in singing their favourite songs](#). They take a particular interest to the song 'The tiny mites club, round and open' to which they will carry out the dance moves correctly according to the song confidently. Eliyah says "do like this" as she moves her hands in a circular motion and Juno will use hand gestures as the puppets talk as if she is imitating their speech. The children are provided with props such as colourful scarves and plates as a representation of a car driving wheel as they sing along to a familiar song 'we're driving down the street'. At the end of every session Janine (The Tiny mites teacher) will sing the goodbye song and uses the bubble machine. The children will reach up high standing on their tip toes to pop the bubbles. De'Andre, Logan and Eliyah shout "pop pop pop" as they chase the bubbles around the room.

French Class

Rainbow room also have the fantastic opportunity to learn French together on a fortnightly basis with a French teacher! The children particularly enjoy the chance to learn new language and have become more confident each week.

During our first French session some of the children were quite shy but soon became [more confident around new people, using their familiar adult for support](#).

During French class the children have focused on the topic of 'people who help us'. They have learnt the words for fire fighter and coast guard. During the class, the practitioner showed the children the sign for firefighter and sang songs relating to the topic helping us understand [different occupations and ways of life](#). As we begin to become more confident in our French skills the practitioners hope to use French more often throughout the day.

Cars/ Mechanical engineering

Star room children continue to thrive and further develop their curiosity by engaging on a child-lead theme and ideas. Our children have been intrigued by vehicles and looked at how vehicles are made by observing the small racing cars during free flow sessions. The [children were able to use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts](#) while walking to Hackney Downs Park as they looked at the different cars that have been driving past them. The children walked together, holding hands with the practitioners and their peers. As the children were crossing the road, Stanley noticed a passing car had a flat tire, Stanley then notified Hafiza, who then informed the driver. The driver then thanked the practitioners and the children and was extremely impressed that the child had noticed a flat tire. Well done and high praises for Stanley for his excellent observational skills. The practitioners tuned into the children's interest and extended on their interest by planning various activities based on cars and mechanics to support their learning.

We started off by showing pictures and clips of Formula 1 vehicles during our island time and shared our opinions and knowledge about which cars we liked and which car was faster than the other. We also compared the details by [looking closely at similarities, differences, patterns and change](#). For example, Johnny commented on the Formula 1 cars by saying "the spoilers are on the fast cars!" Johnny said his daddy told him what spoilers were and that they were the part at the back of the car. The children showed confidence taking turns and contributing to the group discussion as well as building on their vocabulary by learning the names of the vehicles. Stanley asked to see how helicopters were built and the children showed amazement as they were [learning estimation and working out the costs](#) to build a helicopter, of course, most children may not understand the value of money and how much 8 million of anything is, so we extended from this piece of information and spoke about quantities and prices by looking at money, [sorting objects and continuing with our simple addition and subtraction games](#). Furthermore, we carried out a follow-on activity and linked [mathematical language](#) and incorporating this during our story session. For example, while reading Dazzling Diggers the children were encouraged to count the amount of stones, wheels, vehicles and other objects that were displayed in large amounts to try and show the children how a large sum of objects can be measured and compared to others.

Physical Development: Forest play – Autumn Discovery



Star Room children took part in their fifth forest play session at Hackney Downs Park. The children demonstrated a [can-do attitude and ability to problem solve](#) by walking on the road carefully, holding hands and showing an understanding of road safety and when it is safe to cross the road in a pedestrianised area. The children and the practitioners further practiced

developing their gross motor skills and looked at various ways to [move freely and with pleasure and confidence in a range of ways, such as, walking, running, jumping, skipping, sliding and hopping](#). Rafal showed perseverance in skipping, watching his peers until he managed it and saying, "I got it!" [showing a can-do attitude and proudness](#). The children then entered the park and removed their wrist straps and harnesses and could run freely exploring the wider world with the practitioner. Stanley, Maila, Johnny and Iris ran quickly up ahead in an open field and remembered to stop at the end of the



path to check it was safe to cross. Iris said “left and right” as she assessed the crossing. The children continued to run as the practitioner directed them to the conker tree. The children noticed [the effects of physical exercise on their body](#) as Stanley noticed “I’m out of breath” and the other children agreed by saying “me too!”

As we arrived at the conker tree, Star room children showed listening skills and a secure ability to [follow instructions and behavioral expectations](#) as they sat down and followed direction to take a drink of water each, passing around the cups. Once at the camp base, Hafiza, our forest play lead, carried out few warmup sessions with the group. We did the *honey pot* warm up, which required the children to stretch their arms and stir the pot in circle motions. Hafiza then modelled some steps for the children to follow such as dipping our elbows into the honey pot and then joining our elbows to each other to form a large circle. The children [were encouraged to strengthen their lower body muscles](#) by squatting down and recap the golden rules forest play.



It was great to see that some of the children were beginning to remember all the forest play rules without being prompted by the practitioners, Rafal answered “X factor” as the practitioner displayed the sign. Aria said, “not in your mouth”.

The children took part in Conker Hunting! The children were given a special task to collect as many conkers as they could fit into their individual buckets or baskets. This was a fantastic way to boost their [confidence and their physical development](#) as the children demonstrated skills like [squatting and crouching](#) down to look for the conkers. The children were able to display various play styles such as working [individually and in small groups to](#) collect the conkers. Kitto decided to observe and assess the situation before he helped himself to a bucket and join his peers. The children are showing remarkable interest and achievement in their [problem-solving skills and thinking skills as they count, compared, looked at weight and volume such as full and half](#) during the conker hunt. Here are some observations during our session: Ivor found



some conkers by the tree and said, “I got a big one!” Maila called the practitioner over to the area explaining that she had “found a baby one and its very small!” Soraia called out to her peers and practitioners saying “look! They fell off the tree!” pointing towards the tree. Johnny and Matteo filled their bucket and said “It’s full and very heavy now, we don’t have any space”. We extended our conker hunt by collecting other [natural found objects around the environment](#) such as leaves and twigs which would be taken back to the nursery for our minibeast pictures.

The practitioners used the natural objects to inspire and enhance their creative development by encouraging the children to create artwork in line with our autumn theme. The children selected an autumnal animal and minibeast they wanted to recreate by combining the natural objects they had collected during forest play and added small details like googly eyes to make the animal and insect come to life. The children did incredibly well and made so many amazing collages.

[A very well done to all our natural explorers for participating in forest play session this term, we look forward to restarting our session in the new term in 2021.](#)

Fun Week & Dealing with Emotions

Personal, Social and Emotional Development

Rooftop nursery celebrated our 15-year anniversary with all the children and staff. We carried out some amazing activities for the children to participate in throughout the week from keyring making, making bookmarkers, and decorating plant pots, photo frames and many more. We would like to say special thanks all our parents for contributing and helping us raise money which will be used towards additional resources for the nursery.

Star room children were provided with opportunities to develop their [understanding that different media can be combined to create new effects](#) especially during arts and crafts activities as they used gems, beads, glitters, sequins and feathers to decorate their book markers, photo frames, key rings and handprint poems. The children practiced their [hand eye coordination](#) as they carefully threaded the beads for the keyrings and [strengthened their fine motor skills while grasping small objects using a pincer grip](#) to pick up small decorations.

Furthermore, the children showed fascination towards the physical activities such as egg & spoon race, target tyres and knock the tins. 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](#). We ended our week with a big party with some delicious food, music and dance.



Aside from the fantastic fun week activities, practitioners in star room have observed some children needing the extra support and to help express their emotions and label their feelings. For this reason, we decided to incorporate a lot of discussions and activities during our island time. All the children did an amazing job at voicing their [own feelings and knows that some actions and words can hurt others' feelings](#) and looked at [negotiating any disagreement and thinking of solutions](#) by using their voice.

The older children used other methods to tap into their emotions such as using the mirrors to look at their facial expression and comparing the expressions with the emotional picture cards. Here are some of our children's thoughts on their feelings. Kitto said "I feel happy and sad at the same time!" Matteo was asked how he was feeling and he said "I feel happy, sad, angry and excited!!" when the adult asked him to demonstrate that emotion through facial expressions and looking in the mirror, he pulled lots of

different faces within a few seconds and then laughed. Jayden was able to participate during the session and enjoyed looking in the mirror. Jayden also offered comments and showed confidence [to use talk to connect ideas, explain what is happening and anticipate what might happen next](#). Jayden held up a picture card and said "look he is sad; he lost his mummy in the shop!" Through these sessions we have noticed most of our children are thriving not just in their speaking skills but also their understanding as they're processing information and respond with an appropriate answer.

Another amazing activity we took part in was the Belly Breathing, which consists of placing a toy on their stomach and watching it move up and down as they inhaled and exhaled. The children chose a soft toy each and place on their stomach and focused on encouraging the children to try and keep the toy on our stomach rather than exploring the effects of it moving. Star room have done extraordinary well whilst demonstrating these techniques and found a suitable and happy way to get in touch with their feelings and finding a quiet time to reflect and compose themselves.

Black History Month

Communication & Language/Understanding of the World

We look forward to Black History month every year in Preschool room as it is such an amazing age to teach children about the life changing factors and people that contributed to our lives today.

We began our week by learning about **Martin Luther King JR**, who was an



American/Christian minister and activist who became the most visible spokesperson and leader in the civil rights movement. The children were able to memorise his name straight away as we listened to his speech. The children focused intensively, showing they were able to [begin to understand 'why' and 'how' questions](#). Matteo and Stanley were very confident in remembering some of the names of his friends and how he aimed to create unity between all races and people with different skin colours. The children had several discussions where we spoke about the colour of our own skin, showing we know [some of the things](#)



[that make us unique, and can talk about some of the similarities and differences in relation to friends or family](#). Oliver looked at his hand and said "I have white skin! Just like Matteo and Alex!" Stanley said "I have brown skin like Romena and Aria!" and Aria commented "I have brown skin and my daddy is from Trinidad." We discussed that although we all have different skin colours, we are all beautiful and should not treat our friends differently because of their skin colour. The children then took this as an opportunity to hug their friends and tell each other that they love each other.

As we watched the Martin Luther King speech, we learnt some new terms, as the children [extended vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words](#). Here are some of the terms the children learnt; equality, inclusive, race, and 'Black History Month.' Throughout the week, we also danced to African music, Caribbean instrumental sounds and the children's favourites! As we listened to the Steel Pans which originates from the Caribbean (Trinidad and Tobago), the children moved their bodies in a range of ways. Johnny, Kitto, Ivor, Matteo and Soraia were able to [experiment with different ways of moving](#). Toward the end of the week, the children learnt about Rosa Parks and created their own pictures of buses as we explained Rosa's tremendous contribution and fighting for African/Caribbean people's rights.



The children showed great interest and concentration during all the activities during Black History Month, they even tried new foods and explored new tastes! We will be continuing to teach the children about all cultures, look at different festivals and religions throughout the year.

Harvest Festival

Expressive Arts & Design/Mathematical Development

October has been an exciting month here in star room, full of celebrations and opportunities to learning about different cultures and looked at celebrations worldwide, we take this opportunity to learn about Harvest festival & pumpkins! Our main focus for the week was building our very own Rooftop Scarecrow! We made her with the help of Hafiza as she sewed the clothing together, the children then stuffed hay inside of the body and Alex & Romena finished off buy sewing the face, gloves and hat all together! Johnny, Jasmine and Aria supported us to hold the scarecrow up from a little distance with their hands clear of any danger, as the adult used the needle to thread to head and body together, showing they were able to [understand that equipment and tools have to be used safely](#) as the adult explained we cannot come close to the needle as it can poke us and is only for adults to use.

The children showed they were able to [understand that different media can be combined to create new effects](#). They were able to demonstrate this through asking lots of questions such as “what is its name?” and “where will it live?”



We named the scarecrow Nikki to keep it gender neutral and the children were able to show an understanding of the name being both a girl's name and a boy's name. The children love Nikki and often go outside to hug it while as it lives in the potato patch area.

The children also took part in tasting pineapple juice as we spoke about harvesting fruit and vegetables, and the whole process of where they come from, how they are grown, sent to shops and then we consume them. We practiced our [fine motor skills](#) by using various technique which allowed children to [develop increasing wrist control](#) by rolling, tapping and squeezing the surface and softened it until we were able to peel it. The children took small pieces of pineapple and squeezed it straight into cup to make their drink! The children were astonished by this and were very excited to have a taste of the fresh pineapple! They also took part in a lot of creative activities during Harvest Festival week and made some amazing art work, such as creating phonics pumpkins, creating collages using tactile and dry food resources such as seeds and pasta, and making sunflowers with a range of junk modelling and recyclable materials. We will be carrying on this knowledge into Pumpkin week!

Bonus sessions

Physical Development: Football session

Star room had two amazing football sessions this month, as the children eagerly wait for Coach Kai; Star room children greet each other by making funny jokes when they see the Coach. The children [listened with attention to the sounds the adult made when](#) they recapped the previous session and what they did. During our football session, the children did a few familiar and



a few different warm up activities, they first started off with running around in one direction and then switched directions, then they jogged. "My heart is beating fast" said Matteo and Johnny talked about how his heart rate "is super-fast". **The children 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.** Star room children were introduced to a new warm up where they use their football to hit on their cone and tuck it up. All the children held a ball down in both hands and threw it as hard as they can for the cone to push up the correct way up. Star room's listening skills continue to improve through football as they show so much excitement towards the session every fortnight. Aria often asks if we will be having a session and shows so much enthusiasm toward the class! Thank you Coach Kai!



For the second session this month, they began by playing Simon Says and warmed up by touching their heads, nose, legs etc. This showed the children we able to switch their listening ears on and follow clear instructions. The children then pretended to be pirates and collected the cones (treasure) and put the correct colour cone in the correct treasure chests. Afterward, the children were asked to collect the small rugby balls and put them back in the bag. We then practiced throwing and catching using two hands to catch. We have continued this activity in to our own play as we observed the children found it a little bit tricky to catch using two hands. Jasmine received a twinkle star for being 'Player of the Match' as she put a great amount of effort in even with a fractured collar bone, the adult supported her where needed and even asked if she wanted to do alternative activities. However, she was very persistent and determined to take part so we were extra vigilant! Well done Jasmine!

Yoga

During yoga, we focused on their breathing methods, they practiced being still like rocks and sat with their arms relaxed on their knees and straightened their back. They moved their neck round in a circle and pretended to draw a circle in the air with their nose. We then put our heads down and rocked like little mice and moved on to mindful thinking. We are encouraging the children to maintain focus for short periods of time and building their focus and length of sessions each week to provide opportunities to speak and learn about body parts and how to focus their attention on something.



French

This month, Star room children explored their fortnightly French session, they all sat down and said 'bonjour' to the French teacher, Debbie, **the children listened with interest to the sound the adult made.** The children said 'J'mapele' and then their names to introduce themselves. Debbie is encouraging the children to learn about people who help us, such as Fire fighters, police officers and doctors. Debbie is also encouraging the children to use verbs and nouns in French such as how to say fast, slow, high and low.



Tiny Mites

During October, Star room children sang a song about

bonfires and fireworks as November approaches and we cannot wait to celebrate with our own mini sparkler display (safety precautions and risk assessments are in place!) The children spoke about how they have seen colourful fireworks in the sky. Janine told the children it would be bonfire night in November as they pretended to be shooting fireworks and use their bodies to express actions



Parent's Afternoon

Friday 27th November
(9am to 11am, 2pm to 2.30pm & 5.30pm)

Last day of term

Wed 23rd Dec December, nursery closes at 4pm

Nursery Re- opens

Tuesday 5th January 2021

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 email any suggestions/comments

Name (optional): _____ Date: _____