



Roof top
nursery

We would like to welcome back all our existing children and their families, as well as our new children and families who have recently joined Rooftop. We are expecting more settlers in the upcoming weeks.

A very happy birthday to Mikaeel, Leo, Zayn, and Sebastian

WELCOME
BACK

Staff continuous Professional Development

Inset Day: We held our termly Inset day on Tuesday 30th August. All the staff had training on **Team building** and **Intensive interaction and communication**. The training began with a presentation centered on **team building** delivered by Warren Wint. Followed by Intensive Communication training delivered by Livia. **The aim of the training** was to ensure the staff are **confident to work collaboratively within a team**, where staff can learn how to work together. The training benefited equally all components of teamwork: people equally engaged in making action plans and in **resolving conflicts**.



Hafiza also carried out a training session **on Phonics**, informing the staff of how to make their Phonics session interactive and fun for the children using catchy songs, actions, and props. Hafiza also informed the new members of the staff team of **how to compile a newsletter**, the information required, and **how to link the children's everyday learning to the EYFS curriculum**



Roof Top Nursery

Update on the renovations over the summer

We are now on our 3rd year of our 3-year project of refurbishing the nursery and we are so happy to announce that we had a brand-new bathroom installed after 17 years. Thank you to all the staff that came during the holidays to put the nursery back together after the builders finished the work and worked very hard to organise the nursery, ready for the children in the new term. A special thank you to our builders who did such a fantastic job with the finishing touches and carrying out our refurbishment for the 3rd year following on from last year's building works in the kitchen.

Compliments to M.A.D Builders.



The before and after pictures of our renovation





Parent Notices

- ✓ Please remember to wash your child's hands upon arrival and drop off at room door
- ✓ Breakfast Starts from 8.05 until 8.50am. If you wish for your child to have breakfast, please arrive before 8.45am. Please do not request for breakfast after 8.50 am as it gets packed away and all staff go into ratio with the children.
- ✓ Children should arrive by 9.30am to avoid disruption to the routine.
- ✓ Please 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

Star Room

Welcome to Star room: Emmett, Philip and Mikaeel, who have settled in well and have begun building bonds with the practitioners and the children, they have been exploring all the toys and resources.

Important School Information:

The admissions process for children aged 3 and 4 (born between 1 September 2018 and 31 August 2019) opened on 1 September 2022 who will start reception class at primary school in September 2023.

All parents should apply online before midnight on Sunday 15 January 2023, even if your child is already in the nursery class.

Useful link: education.hackney.gov.uk

Book Bags: changed weekly every Tuesdays

Staff News:

We would like to welcome Charnelle into Star room as the Room leader she has formed some wonderful relationships with the children which began last term. Laiqa will be supporting Charnelle in Star room and ensuring all the children are thriving and reaching their potential.

It has been lovely to welcome everyone back to Star room and to see so many smiling faces. We have been using this time to get to know your children and build their confidence. All the children have settled well, they have been learning the routines of the room and are becoming familiar with their new environment.

Preparing for Summer Holiday

Theme: Fun activities

Star room children have been taking part in fun activities to get them engaged with the other children. As it is also the children's last few weeks before the summer holidays, we wanted the children to have a fun enjoyable finish as they leave. Star room children have taken part in, 'parachute games, water play, pass the parcel, obstacle courses, yoga, and many more.

Parachute Game

Amaya, Willow, Thomas, Helena, Juno, Luna, Emmett, and Anu took part in the parachute game. The children were told to follow instructions as the practitioner asked them to form a big circle. As the children made a circle, they were asked to hold the edge of the parachute. The children **travelled with confidence and skill around, under, and over** the parachute. They were experimenting with different ways of moving whilst some children were pretending to be a mouse under the parachute. Willow, Amaya, Alaia, and some of the Rainbow room children were crawling whilst the other children were looking for them as the parachute went up in the air. Anu said, "Let's put my lion in the middle and flap it around," the



children enjoyed watching the lion in the middle of the parachute bouncing up and down. Helena, Juno, Emmett, Thomas, Amaya, and Luna took part in the game. The children followed the instructions by taking turns to go under the parachute game as a mouse.

Yoga



Star room and Rainbow room were combined and ready to participate in their session of yoga. We started off by sitting down and practicing our breathing. The practitioner said, "Breathe in through your nose and breath out through your mouth." They all followed very thoroughly. They all also closed their eyes and repeated the actions a few times. Peggy said, "Look I'm breathing like this". We then moved on to stretching where the children had to reach their toes. "I can reach my toes," said Dylan. Marley said "look, me toes" as she used her hands to reach her toes but bent her knees a little to be able to do that.

The children counted from 1 to 10, as they moved on to the next pose. Willow then said, "Can I show my yoga pose?" She had her legs and arms on the floor and put her body up and the children followed her. Juno was next and said, "Put one foot up and one down", as they chose to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. As the children tried to maintain their balance, some children struggled but still enjoyed what they set out to do. The practitioner then asked the children to jog 3 laps around the slides and caterpillar, Emmett took the lead and all the children followed.

Exploring Lemons - Communication and Language - Speaking



Helena, Aymen, Gene, Thomas, Felix, Anu, Luna, Juno, and Amaya took part in the exploring with lemons. This activity allowed the children to build on their senses and begin to use descriptive language when talking about objects and tastes. This activity also allowed the children to build on their knowledge of math as we spoke about shapes and colour. The practitioner started by asking open-ended questions. As the practitioner held the lemon up in the air all the children knew what a lemon was and commented "It is sour." The practitioner asked the children, "What shape is it?" Aymen responded, "An oval". The children were confidently able to understand who, what, and where in simple questions (Who's that? Who can? What's that? Where is?). The practitioner praised the children for their contribution to the discussion and challenged the children

further by asking, "Who can make an oval with their hands?" They all began making an oval with their hands, willing to have a go, showing a can-do approach. The practitioner then asked, "is an oval long or short?" Juno, Delia, and Helena responded, "it's long". Once the children finished discussing the lemon the children said, "its yellow" and the practitioner said "yes, it is", "Can you tell me where a lemon grows?" The children responded, "In the ground." The practitioner used this opportunity to support the children's understanding that lemons grow on trees. The practitioner asked, "What do we need to cut the lemon?" All the children responded, "a knife" which

demonstrated their, [understanding the use of objects \(e.g., Which one do we cut with?\)](#) The practitioner [began](#) cutting open the lemon and said, “What will we find inside the lemon?” Helena said, “seeds” and then pointed to the seed inside the lemon. Once Star room children finished describing and talking. Aymen began telling his peers that he can make lemon juice, his peers [listened and responded to ideas expressed by others in conversation or discussion](#). The children really enjoyed cutting, and learning about lemons, and continued exploring the lemons further as each lemon was dissected.

Making Relationships - Personal Social and Emotional Development

Juno, Idris, Helena, Amaya, Rafal, Felix, Luna, Anu, Gene, Aymen, Karaeah, and Thomas took part in the game pass the parcel. Playing this game allowed the children to talk about their emotions and their feelings for example when they sometimes didn't get the prize, they wanted the same prize as their peers, and the children began to express this to the practitioner which led to using full sentences and connectives such as like and or/and because.



The children sat in the circle and listened to the instructions given by the practitioner, who showed the children what they were required to do. The children [used their experiences of adult behaviour to guide their social relationships and interactions](#). Whilst the children were passing the parcel around, they expressed their excitement as they each looked forward to opening the parcel. The children were aware of the rules of this game as when the music stopped it was time for them to open their presents. When the song stopped on Luna, Rafal asked Luna “Would you like some help?” to which she responded, ‘Yes’, [seeking out companionship with other children, sharing experiences and play ideas](#). Juno sat on the carpet and engaged in reading her book whilst her peers were playing pass the parcel, Karaeah called Juno and said, ‘Come and play pass the parcel.’ The children ran to the circle and sat next to their peers. The children [enjoy playing alone, alongside and with others, inviting others to play and attempting to join others’ play](#).

Settling in Children/Summer Holiday

As Star room will be leaving for their summer holiday and some may not be returning, we concentrated on continuing fun games and activities but also talked about how they are feeling and discussed summer break instead of a holiday as some children were not going abroad. This allowed the children to express themselves and they began talking about the ‘adventures’ they would be going on in the upcoming weeks.



Box of feelings

Aymen, Idris, Helena, Rafal, Gene, Anu, Delia, Luna, Felix, and a few Rainbow room children took part in Box of feelings. The children talked about their feelings, Delia was asked, ‘how are you feeling?’ by a practitioner and she replied, “I am angry because I didn't want to have a bath”. Rafal had his turn next, Rafal said he was feeling happy because he was going to Greece on an plane. Gene said, “I like to have a bath” The



practitioner then brought some cards out that had pictures on the front and words on the back, the practitioner asked the children if they have a grandma based on the picture card, Rafal said: "I have 2 grandmas". While the practitioner was reading the card, Rafal, Anu, Delia, Luna, Felix, and Amaya were very interested as they looked at the practitioner while the practitioner read. The practitioner asked the children why the grandma on the practitioner was happy, Rafal said "she is happy because it is her birthday", the practitioner asked if the grandma is crying and Rafal said, "no, because it is her birthday". Rafal, and Anu both answered the questions frequently when the practitioner questioned. The Box of feelings is a way for the children to express their feelings and understand others' emotions and why others feel happy or sad. **The children were able to express a wide range of feelings in their interactions with others and through their behaviour and play, including excitement**

Communication and Language - Speaking



Anu, Gene, Thomas, Amaya, and Helena took part in the activity in which they talked about what they did during the holidays. The practitioner wanted to concentrate on the children's listening skills and encouraged the children to wait for their peers to finish speaking before they all start speaking over one another. The practitioner explained to the children that they were only allowed to speak when they were holding the sequin cushion. The children did well whilst waiting for their turn before telling the practitioner their story. Anu began telling his peers what he did during his holiday, he told the practitioner that he went to the park

and was happy because he went on the slide. Gene began by explaining to his peers that he went to Greece and his dad's phone got stolen and it made his dad sad, he also explained that when he got back, he got another phone, and it was white. Thomas said that he went to Poland to visit his grandma and grandpa. Star room children were **able to build up vocabulary that reflects the breadth of their experiences** during this activity.

Personal Development - Moving and Handling

As the children had previously spoken about what they did during the summer holidays, to follow on from their discussion the practitioner allowed them to then draw what they saw and what they had done during their time off.

Helena, Thomas, Gene, Amaya, Luna, and Anu drew their favourite representations of their holiday. Helena said she was on the beach and she drew the beach, Anu had drawn the seaside, and an ice cream shop and he asked the practitioner to write "I love my Mum" on his paper, Thomas had drawn a picture of a water wave he saw when he went to holiday, Gene created a train and some cars that he saw when he went on holiday, Luna had drawn a swimming pool, she used her left hand whilst holding the pencil, Amaya had drawn a playground she went to during her summer break. They were all able to interpret what they had drawn independently; some children held the pencil with their right hand and some children used their left hand **building up their energy and eye coordination and motor skills and showing a hand preference.**



Back into Routine and Independent skills

Star room children have taken part in a range of different activities to get them back into their room routine, taking part in activities such as phonics, math, and Box of feelings. The children were also reminded of their routine such as when it is snack time, lunchtime, tidy-up time, and time to go outdoors. The children took part in activities such as Box of feelings, furniture sticking activity, Phonics, and independently wearing their coats and shoes.

Box of feelings (Sad) - Understanding emotions

Personal Social and Emotional Development

Helena, Amaya, Juno, Willow, Anu, Emmett, Thomas, and Ada took part in a Box of feelings, during this session the children concentrated on feeling sad. The practitioner went through three different scenarios of sadness and asked the children a range of different open-ended questions to continue encouraging the children to explain and talk about answers. The first scenario was a child laughing at another child because they were wearing odd socks. The practitioner asked the children to show their socks to see if all the children had the same socks and if any had odd socks. The practitioner asked Anu, 'How would you feel if somebody laughed at you if you had odd socks?' Anu responded, 'sad'. The practitioner asked the rest of the children, 'what can you do to make Anu happy if he was sad?' Juno said, 'give him a cuddle'. The children were able to **attempt to repair a relationship or situation where they have caused upset and understand how their actions impact other people.**



The second scenario was a child throwing sand in another child's eye. The practitioner asked, 'who has had sand in their eye before?' all the children said, 'mee'. The practitioner asked Thomas how Emmett would feel?' Thomas responded, "give him water to wash it out and he is going to be sad." Star room children were able to **talk about how others might be feeling and respond according to their understanding of the other person's needs and wants.** Once the children had finished going through each scenario, the practitioner went around to each child and asked them what makes them feel sad. Thomas said, "When his mummy doesn't pick him up," Anu said, "When mummy doesn't give me chocolate," Emmett said when he doesn't get to go to the playground, Willow also said when she doesn't get to go to her friend's house and Ada said because his brother can't go to the nursery because he is 6. The children had a good understanding and **talked about their own and others' feelings and behaviour and its consequences.**

Furniture sticking activity **Understanding of the World - People and communities**



To continue talking about their holidays and for the children to speak about their home environment the practitioner spoke to the children about their rooms at home. Helena, Thomas, Juno, Anu, Gene, Emmett, Amaya, and Willow took part in a creative activity. The practitioner gave the children a wardrobe and a bed with different items that belong on the bed and in the wardrobe. This allowed the children to begin talking to one another and get to know each other. The children were engaged in the activity for a long period of time and really enjoyed it. The practitioner

started off by asking the children “who has a draw or a wardrobe at home?” all the children apart from Juno and Emmett said they had a wardrobe, but Emmett and Juno said they have draws. Whilst the children were talking to one another **they showed interest in the lives of people who are familiar to them**. The practitioner asked, “where do you put your pants and teddies.” They all shouted, “pants in the drawer and the teddy on the bed.” Willow began telling the practitioner, “We all have different things in our wardrobe”. Juno said, “I have one pillow on my bed”. The practitioner asked all the children one by one, “how many pillows do you have.” Willow, Helena, Amaya, Emmett, and Gene, said “one”, Thomas said “two” and Anu said “three”. Emmett said to the practitioner, “we also have pillows on sofas”. Anu said “I have 100 socks, whilst Amaya said she has pink socks. After the children had finished their discussion, the children began sticking their templates, Emmett, Anu and Helena used their right hand during the activity as their dominant hand. Willow, and Juno used their left hand, they began colouring in the socks, tops, trousers or teddy bears they have at home. Juno said, ‘I wake up and then brush my teeth and then put my clothes on in my draw’, Helena said, ‘mummy helps me put my clothes on

PANTS

Identifying the difference between girls and boys using dolls

Personal Social and Emotional Development – Sense of Self

We focused on increasing the children’s knowledge about PANTS and reading the story of Pantosaurus. PANTS is all about knowing that privacy is key within themselves and others and respecting each other private parts and being more attentive to their personal hygiene.

Looking at our focus for the week, which was PANTS, we introduced the book Pantosaurus and read pages each day to allow children to gain knowledge about their own privacy. Anu, Ada, Gene, and Juno immediately noticed the book is about pants as they recognised the colourful



pants. Ada said, “we are all wearing pants right now not nappies.” Thomas added saying “I have all the colour pants.” As the practitioner read the book about Pantosaurus finding pants on his bed, all the children laughed and pointed at the pants. Willow and Juno then said, ‘I’m wearing pants now’, Willow added ‘I always wear my pants. We then talked about the differences between a girl and a boy. Gene played with the hair of the doll and said, “boys have t-shirts and girls wear dresses”. Emmet added to this and said, “girls wear shirts too.” Willow responded, “I am wearing a shirt

now.” They were able to **become aware of the similarities and differences between themselves**. The children were asked how they think boys and girls are alike and they all shouted, “boys like cars and dinosaurs and girls like to play with dolls.” Emmet was very **confident and identified the difference**. Gene said, 'this is our private parts', **gaining knowledge on gender awareness**. Willow and Juno said, ' we don't show anyone. They all agreed they should close the door when using the toilet, this helped children to have a better **understanding of their own bodies and have ownership over their bodies**. They understood to **respect each other's** privates as well as their own.

We took part in a number of follow-on activities to support the children’s knowledge further such as reading the Pantasauros story, decorating pants and boxers, talking about who is allowed to see their private parts, supporting boys to wipe the toilet seat after themselves and for the girls to wipe themselves and support their independent skills further by having a better understanding of personal hygiene.

Mathematics - Counting cubes up to 10



The children were encouraged to take part in identifying numbers and their values. Every child had a number line in front of them as well as cubes, they could clearly see each numbers. Juno, Willow, Emmet and Thomas were confident with their numbers as they shouted out every number they recognised whilst saying it **in the right order**. The practitioner started off by saying “who can see the first number?” they all said, “it's number



one.” The practitioner said, ‘if that’s number one, how many cubes is one.’ Emmet and Thomas immediately took one cube and placed it in front of number 1. Willow, Anu and Gene followed **observing their peers** and took one cube each. We repeated the process and moved on to the second number, third, fourth and fifth, carrying on up to 10. Although, Thomas, Willow, Juno, and Emmet were very confident with figuring out how many cubes are required for numbers 3, 4, and 5 as they picked up cubes confidently and said **one number each for each cube using the stable order of 1,2,3,4,5**.

Amaya, Gene and Anu were a little confused as to how many cubes make a 3 or a 4, however, the practitioner made it simpler by asking them to show 4 fingers and then 5 fingers and placing a cube next to each number, **beginning to count on their fingers**, they needed support to understand further. Mikael also participated in the activity, although he knew his numbers, he needed reassurance with counting the value of numbers. Thomas and Emmet then started **counting verbally as far as they could** and reached to 100. Follow on activities we did to support the children knowledge further; we implemented developing the children's understanding of numbers, through number songs, counting number cubes, handprints and counting the fingers, writing numbers exploring with numbers in sand and water play, and counting objects in our environment.



Her Majesty's Queen Elizabeth II

The children focused on Her Majesty Queen Elizabeth II and her passing. The children gained knowledge on who she was, however, most children knew as their parents had spoken to them about this sad news. Ada was confident and said, "she was the Queen for the country." Emmet added that "we have a King." We also talked about our feelings towards Her Majesty the Queen as well as how the Queen's family must be feeling.



Talking about Her Majesty Queen Elizabeth and reading 'The Lonely Tree'

Understanding the World: The People and Communities

The children had the opportunity to sit down to watch part of Her Majesty Queen Elizabeth II's funeral they watched closely, some children were able to identify what it was. For example, Anu said "that's Queen Elizabeth". Ada added "she passed away", Emmet said "that's Queen, she was helping the country". Emmet also said, "we have a king now, but I forgot his name". Showing he can [introduce a storyline or narrative into their play](#). The practitioner explained to Star room children who the new King is, King Charles III. As they continued watching, the practitioner introduced the book called 'The Lonely Tree', she began reading, and all the children were intrigued and eager to know what happened next, [showing interest in the lives of the characters in the book](#).



The book talked about the small tree losing its big tree friends through the seasonal weather and showing the different emotions the small tree felt. The practitioner asked what the small tree felt at first. "It was happy" responded Ada and Anu. "What about towards the middle of the story when the small tree was cold?" the practitioner asked Gene and Ada answered, "he was cold and lonely". Emmet, Anu, and Ada added "he was crying, look there are tears". "The other trees are all sleeping, and the small tree is sad," said Emmett. "What happened at the end?" said the practitioner, "he was happy again," said Ada. "He made new friends" replied Anu. We then linked the emotions we felt from the book to the way the people who found out about the Queens passing felt. They all added, "her family must be sad". Emmet said, "the King will be sad because he lost his mum". Anu said "I was sad when I lost my lion in the train tracks and my mum got it back for me" as we were explaining our emotions in such situations, [remembering, and talking about significant events in their own experiences](#).

Follow on activities that took place to support and extend the children learning further were 'talking about the Queen, reading the Lonely tree, creating love hearts and painting them as they wished, choice of making flowers or crowns for the Queen, understanding what the UK is and whom the king is going to be, drawing a kings crown, drawing the British flag, drawing Queen Elizabeth II'. The children always enjoy creative activities to learn about the world around them through play.

Phonics letter 'S'

The children took part in their first phonics session of the term in which they explored the letter S, **having a go to write the letter**, using their **hands to action out the letter as well as sounding out the letter**. The practitioner started off by reading a little story about a snake in the book, to which the children attentively listened. The practitioner then asked, "what do you see here that starts with the letter S." Emmet responded, "the sun". Juno and Gene added "there's a big snake". "I can see a snail," said Anu. Thomas waited for his friends to answer and then shouted out "spots on the snake". We extended the children understanding of the letter S by having the opportunity for them to have **a go at writing the letter S**. Anu was **showing confidence** as he started writing the letter downwards to.



Thomas was **making links and choosing his way to write** the letter as he went over the letter S on the board using his hand and then used the pen to write it. Although the children required support to hold the pen correctly and write S, they all understood and **were willing to keep on trying**. This was further extended as we then moved on to picking out items from the basket and sounding out objects beginning with S. Amaya picked out a snake and said "sssssnake". Thomas said "scissors". Gene picked out a car and said, "this is a car but doesn't have ssss". This was to get the children to **understand that there are other sounds and letters that create words**. Emmet, Anu, Thomas and Juno used their hand to **write out the letter in the air following the actions** of the practitioner, whilst Amaya and Gene used the table and their index finger to write out the letter. This is essential for the children as it will help **prepare them for learning how to read in the near future but also understanding** that every alphabet makes a different sound and changes the meaning of words. We look forward to our next session.

Bonus classes

Tiny Mites

This was our first Tiny Mites session after the summer holidays; the children were able to experience their tiny mite's session. Bradley was excited to take part as he watched the Rainbow room children take part in their session. He began to **jump and clap his hands excitedly, shouting** "yayyyy my turn." He stood up to **dance, putting both hands in the air and kicking** his legs out. As this was Emmet and Mikael's first tiny mites session, they looked very curious but happy to see what the session consisted of. Mikael was shy at first but as the session went on, he gradually felt more **confident** and started participating, by **dancing and showing joy**. Emmet was very happy during the session, he listened to the practitioner thoroughly and followed what she was doing. Willow and Juno threw their hands in the air while trying to **mouth the lyrics to the songs**. Ada continuously said, "I like this" as he jumped and threw both hands in the air. Thomas and Anu showed excitement when the teacher brought out bubbles, all the children stood up and immediately shouted 'BUBBLES'. Thomas and Anu tried to pop as many bubbles as they could, while Ada said, "I popped 6 bubbles." Willow and Juno said, "I pop so many, I want more." Bradley repeatedly clapped his hands and danced after



every song, **visualising his excitement**. Mikael showed lots of interest in the bubbles which was the part of the session he enjoyed the most. He went around finding bubbles to pop showing big smiles. Towards the end of the session, the children laid down and pretended to sleep as the practitioner sang.

Tennis session

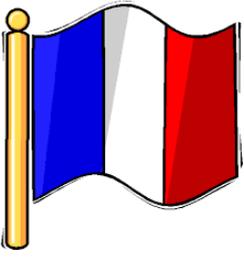
Physical Development: Moving and Handling

After the summer holidays Willow, Gene, Anu, Amaya and Juno took part in their first tennis session. As the term has changed this term Star room children will concentrate on Tennis instead of football. They started off by lining up against the green wall, the coach introduced himself as Coach Jayo and showed the children the certificate that one of the children may get after the session, he explained what the children had to do to win this certificate, he said you need to participate, and have good **listening skills and to have enthusiasm**, he asked the children to repeat “enthusiasm and participate” and then went around to each child and gave them a high five

and they said what their names were. Juno expressed to the Coach that her dad plays tennis, and she doesn't like it. To begin the session Coach Jayo picked up the blue cone and asked the colour, they all shouted “blue” he then repeated this process with the yellow cone, once all the cones had been put out, he explained the blue cone was the water, the inner circle was the island, and the outside was out the island. The children were asked to tell coach Jayo when he was outside the island. The coach spoke about a few different animals, a mouse, cheetah, crab, dinosaur and kangaroo, he then asked what sound a mouse makes Willow said, “squeak”. They began jogging in the island as cheetah's, **choosing a range of ways to move freely and confidently**, and then hopped like a kangaroo in the island, then walked around like a crab. And the last animal walked around like a dinosaur. Coach Jayo moved on to giving the children a bean bag asked them to balance it on their hands whilst running in the island, **the children were able to travel with confidence and skills through balancing** with the bean bag on their hand whilst running at a fast speed, then proceeded to put the bean bag on a tennis racket whilst running balancing it. It was a challenging physical experience for the children which they all enjoyed.



French session



Anu, Ada, Juno, Mikaeel, Thomas, Amaya, and Emmett took part in their first French session with Debbie. The session started with the Debbie singing the number song to which the children happily used their hand actions and big smiles.

She then passed around the big yellow smiley ball and asked the children to say j'mapple (my name is) Anu. All the children said it J'mapple (my name is) and their name while Thomas and Mikael felt very shy, but eventually **began to understand**. Once all the children said their names they looked at different words in French such as une princesse (a princess), un prince (a prince), un pirate (a pirate), une sirene for a mermaid, un squelette (a skeleton) and une sorciere (a witch).



The children repeated the words fluently and using their hands to copy actions of the characters being shown. The practitioner asked them to pick who they want to be, and action/role play the character. Ada said, 'I want to be un pirate', Anu said, 'Can I be my lion' and the practitioner replied 'un lion' **listening to the familiar words and increasing his attention**. Mikaeel showed confidence and picked his character as 'un squelette' a skeleton. Debbie then moved on to picked out different coloured scarfs, every child picked one out and the practitioner said the names as 'rouge (red), jaune (yellow), bleu (blue), vert (green), orange (orange) blanc (white), noir (black) and gris (gray)' and **the children joined in with repeated refrains and anticipated keywords**. Anu and Thomas showed immense interest with the scarfs and Emmett, Juno and Ada loved using the shakers, **understanding the use of objects and responding to**. The session ended with blowing bubbles, and Mikaeel, Thomas, Amaya, and Juno showed enjoyment and happiness.



Forest play - Walking to the park:



Star room children had the opportunity to attend another Forest play session at Hackney Downs Park. Whilst we walked from the nursery to the park the children noticed many different things and shared this with the practitioner.

Whilst Juno, Emmett, Anu, Willow, and Thomas walked to the park the practitioner noticed

a yellow truck, the children began repeating the name of the truck. The practitioner reminded the children how to cross a zebra crossing by looking left and right. As Hafiza said, "look right can we see or hear anything coming?" the children looked right and when Hafiza said "look left can we see or hear anything coming," they also looked to the left, the children responded no, then were prompted by Hafiza then it is safe for us to cross. When crossing the roads Hafiza asked the children if they could see anything coming their way each time, the children responded "left", as they noticed a car coming from the left side of the road. When the children arrived at the park, they took part in racing and had three rounds of racing until Hafiza shouted "stop" each time the children responded well by freezing on the spot, the children are all quite confident in the instructions given and had good listening and attention to the game. The children were asked to line up next to one another whilst giving each other space, Hafiza praised each one for their efforts. Hafiza said, 'on your marks, get set go', all children began running however Willow jogged with Hafiza behind everybody as she enjoyed the stroll toward the others. The children were able to [negotiate space successfully when playing racing and chasing games with other children, whilst adjusting speed or changing direction to avoid obstacle](#)



To start the session

To start the session, the practitioner read an Autumn story whilst waiting for the children from Rooftop nursery Brook, to arrive at the Forest Play session. As Hafiza began reading the story the Mummy bear was yawning in the book.



The practitioner questioned the children and asked, 'How do we know that mummy bear is tired' The children began pointing to the bear with its mouth wide open. Both pages of the book illustrated the bears. Hafiza asked the children 'how many bears can you see?' All the children used their voices and said, 'two'. As Hafiza continued reading the story the bear was 'giggling' the practitioner said, 'who knows what giggling is?' The children were unsure, Hafiza demonstrated what a giggle was, and all the children copied. Hafiza asked the children, 'what happens when it is Autumn?' Juno said the 'leaves will fall off and the leaves will begin to turn brown. Some children were reminded that this change of season is called 'Autumn.' This shows the children are [developing an understanding of growth, decay, and changes over time.](#)



As the page showed water Hafiza asked the children, “who goes swimming?” Juno said she does, and Willow said she does and that she can swim by herself. Anu began telling the practitioner that you get fish from the sea. Thomas said he saw a fish in the pond, and it was grey and white whilst with his mum, dad, and grandma. However, Anu said he doesn't know how to swim, and Emmett said he will show him how to swim. In the picture, they saw a hedgehog Hafiza questioned, ‘why shouldn't you touch a hedgehog?’ Juno said because they are spiky. The children were able to [make observations of animals and plants and explain why some things occur and talk about changes](#). Hafiza used the story book to help the children elaborate on their vocabulary and extend their learning as they went through each page, the children all enjoyed snuggling up together as the story was read with enthusiasm, enlightening spirit and a sense of humour to show children how to enjoy a story.



Mud painting:

When taking part in mud painting Anu, Thomas and Willow selected their own buckets and spades and began digging the soil to put it inside their bucket. Hafiza gave them a bottle of water to pour into the soil so they can begin their painting. Anu was mixing it with his right hand using his whole hand grasp. He then said, ‘I'm mixing it more to make it browner, so it looks like chocolate ice crème’. The practitioner went on to asking, ‘what are you painting?’ Anu responded, ‘I'm painting the log’. Emmett also said he's painting the log. He used his left hand to paint moving it back and forth. [Playing alongside other children who are engaged in the same theme](#). Thomas said, ‘I'm making this house beautiful’, whilst painting the log he used his right hand. The practitioner asked, ‘what part of your house are you making beautiful?’ he said, ‘not my house the ant's house’, [ascribing meanings to signs, symbols, and words that they see in different places, including those they make themselves](#).



Hafiza found a worm with the children as they were digging in the mud pit, to begin only Amayah wanted to hold it. Hafiza demonstrated to the children how to be gentle with the worm and to look after it, she modeled how to hold it gently in her palm, Amaya really enjoyed the worm, after observing Amaya and Hafiza Emmet then asked if he could have a turn holding it. Hafiza supported Amaya to gently place it in Emmet's palm, the children were praised for their confidence and gentleness.



Log climbing:

Some of the children took part in log climbing during their forest play session, they had the opportunity to test their physical strength and balance, a few of them also attempted to jump off the log which was exciting. Emmett and Juno found the mushrooms in a hole inside the large log, the practitioner reminded the children not to touch the mushrooms as they could be poisonous. Juno asked willow to look at the mushrooms they found together. After telling them that mushrooms can be poisonous the practitioner asked, 'what could happen if we put it in our mouth?' Emmett responded, 'we could get sick', this shows the children are **beginning to understand the effect**



their behaviour can have on the environment.



Willow was climbing up the log balancing her hands on the other part of the log and then jumped down confidently without requiring support from, the practitioner. Juno jumped off the log and landed on both her feet, whilst Emmett was climbing up the log with the magnifying glass looking for insects, **traveling with confidence and skill around, under, over, and through balancing and climbing Equipment.** All-star room children were sitting behind each other apart from Willow. Anu said the train is going to Hackney central and they began role-playing where the train was going.

Minibeast hunt

One of the next activities the children took part in was the mini beast hunt. Hafiza gathered all the children in a circle and explained what they had to do, they were each given their individual felt tip pens, magnifying glasses, and a minibeast checklist. Thomas wanted the blue magnifying glass. Anu suggested he needs to wait 5 minutes when Hafiza asked the children what solution they could come up with, the children were confident to explain what they need to do such as wait and go do something else until the other child had finished, the **children are understanding how to conflict resolution for themselves.** Juno confidently went around ticking what she had found from her list and showed pride in her achievement. Juno was **showing an understanding of prepositions such as under, on top, and behind by carrying out an action or selecting a correct picture by** looking under the logs. Emmett said he found a worm with his red magnifying glass, whilst pointing to the worm on the sheet, **this shows he is able to recognise familiar words and signs such as own name, advertising logos, and screen icons.** Emmett climbed on the log whilst looking for insects on the log. Some children found brown leaves, some children found green leaves, the practitioner used this opportunity to talk about the season and what is happening to the leaves that are falling. The children that collected some leaves then made a leave collage to celebrate their work and achievement.



We look forward to our next trip out!



Rainbow Room

Welcome to Rainbow Room: Juliet and William

Reminders

If your child is toilet training, ensure your child has plenty of wipes and spare clothes and that these are labelled. Developing independent toileting skills is an important part of your child's development. Please support them in this by avoiding clothes with difficult fastening that might prevent quick undressing when a visit to the toilet is needed (awareness of needing the toilet can be very last minute when your child is engrossed in play)

We would like to welcome, all the children back to nursery as they have spent their first week back at nursery this week. We have heard so much about how fantastic their holidays have been and are glad that they have settled back so well!

Settling in week

As we are approaching the end of the summer term Rainbow room engaged in some fun activity's majority of the day outside in the beautiful hot summer weather to which the children enjoyed water play, parachute games, pass the parcel and lucky dip to win a prize.

Water play - Physical Development: Moving and Handling

To support the children to explore we encouraged the children to think of their own ideas and choose ways to approach the activity. Dylan chose to

fill and empty a bucket with water, pouring it out and through a funnel at the top of a water fountain toy. They also used their **imagination** and used sponges to dip into the water and squeeze all the water into the bucket and rubbed the bucket cleaning it. Marley was very **inquisitive**, she picked up a bucket and filled it with a small amount of



water, dipped a sponge inside, soaked the water up and lifted it out, and watched as the water dripped out of the sponge.

Parachute Play - Physical, Social, and Emotional Development: Making relationships



As we continued to enjoy the sunny weather, the children participated in playing with a large outdoor parachute. The children gathered around the parachute and held a parachute handle each. The children were very **observant of each other** and watched each other as they waved the parachute handles up and down, making the parachute wave. As we lifted the parachute up, we encouraged the children to run underneath like a large canopy. Marley was brave and **made the decision** to walk underneath, before running to the other side. Dylan and Ziggy showed **high levels of energy** as they ran underneath the parachute looking up with **fascination** as they noticed all the colours of the parachute whilst the sun beamed on top of it.



Settling the children

We welcomed the children and parents back to the nursery, as the children returned after the summer holidays. The children settled in well and were able to tell the practitioner and other children about their holidays. They talked about what they did, and where they went, and they were all excited whilst they shared their stories. All the children were focused and engaged in their play. After returning from the summer holidays, we focused on settling the children in and encouraging them to engage in their play. We focused on this week's activity on write dance and what's in the bag.

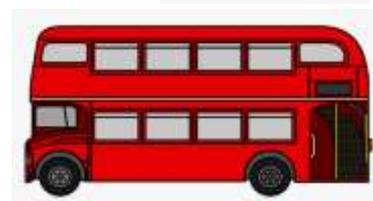


Write Dance Expressive Art and Design: Being Imaginative and Expressive

Write Dance is an approach and a method that provides movement opportunities so children can develop the physical skills needed to develop their handwriting skills. The movement is driven by the music and the underlying principle is enjoyment to build confidence.

Rainbow room children joined in with our write dance activity, in which they used paintbrushes to make marks in corn flour whilst listening to the sound of a nursery rhyme the practitioner sang to them. Blue-Jean, Phoebe, Peggy, and Soul took part in the session and watched the practitioner as she demonstrated to the children how to approach the activity. The children **focused and listened** to what the practitioner said and **followed the actions, mirroring the practitioner**. They

started by mixing the black powder paint and slowly added a bit of water. The practitioner began to sing: 'the wheels on the bus,' and used the paintbrush to make circle marks in the black tray whilst mimicking the motion of pressing the horn on the bus; Peggy lifted her paintbrush and mirrored the practitioner, actioning the beeping tapping the corn flour with her paintbrush. Soul, Blue-Jean, and Peggy sang along with the practitioner showing excitement whilst singing along. When they



moved onto the wipers on the bus, the practitioner gave out another paintbrush and encouraged the children to hold two, one in each hand, to represent the wipers on the bus. The children then swished their paintbrushes side to side in the corn flour just like bus wipers. Blue-Jean was mostly observant and seemed to understand the activity a little as well.

What's in the bag **Communication and Language: Speaking**

Peggy, Blue-Jean, Soul, and Phoebe took part in our What's in the bag session, we sat around the table as the practitioner held a red bag full of objects. The children listened to the instructions given and were able to describe what the different objects are used for. This encouraged the children **to build their language skills** and exposed them to "who, why and where" questions. This activity also encouraged the children's learning of turn-taking and listening to others as they speak in a group. Soul took his turn; he took out a ruler and was asked what this object is called and what it is used for. He responded and said, "to draw" to which the practitioner praised him for his knowledge.

It was then Blue-Jean's turn, she closed her eyes and put her hand into the bag. By surprise, she pulled out a pretend block of cheese and she said, "it's a cheese". The practitioner praised her and went on to explain some uses for cheese including putting them into sandwiches and on pizza".



Settling the children

Junk modelling

Expressive Art and Design: **Creating with materials**

To support our children's **imaginative skills and to explore a range of media and materials**, we implemented a junk modelling activity. All the children showed enjoyment and explored the different resources that were set up on the table which included: cardboard boxes, magazines, coloured paper, scissors, PVA glue, feathers, and buttons. Peggy, Phoebe, Soul, and Blue Jean



took part in the activity and stood around the table **alongside each other**. Peggy picked a heart-shaped foam decoration and placed it onto the cardboard using PVA glue. The children are **empowered to make their own decisions** by selecting different resources that they wish to use. Phoebe showed interest in the coloured paper and grasped hold of a glue stick, **with a palmar grasp**, using it to spread across the paper and joined it together on a paper tube roll. She displayed the **self-aware emotion of pride** as she showed the practitioner exclaiming: "look what I've made".





Soul and Blue Jean stood beside each other and observed each other as they explored the resources. Blue Jean watched as Soul spread the glue onto the birdhouse box and then used his right hand to pick up the bottom of the birdhouse and stick it onto the box. He also used buttons and feathers to decorate the outside of the cardboard box as previously the children painted the homely friendly bird nest home. This enabled the children to **interact with each other, noticing what others are doing and how they were approaching the activity**, taking ideas from each other, and **mirroring each other's actions and play**. They also used their **imaginative and creative skills** as they use interesting resources to help them create things using the junk modelling boxes. They **showed interest** in the activity as they used their hand-eye **coordination and fine motor skills**, paying close attention to what they were doing, **focusing and maintaining concentration**.

Box of feelings **Personal Social and Emotional Development: Understanding Emotions**



Rainbow room children participated in Box of feelings. This activity aims to support their **understanding of emotions, being able to identify and label them through different characteristics and encouraging children to find solutions to negative feelings**. The practitioner asked each child how they felt, Soul, Alaia and Marley said they were happy because mummy and daddy were coming to pick them up soon. However, Peggy, Phoebe and Blue-Jean said that they are feeling sad because they want cuddles and kisses from their mummies and daddies.

The practitioner laid out a few scenarios and picture cards of different emotions and they all had to pick one and talk about it. Soul selected his card first and when he

did, he described his card and said that the mummy was happy because the daughter and the mother in the picture are smiling. He also said he remembers when he and his mother were smiling and laughing. Peggy had a card that had two sad children crying and Peggy said they were sad because they had water coming out of their eyes. She showed empathy and said that she feels sad for them. Alaia started to talk about her card and said that she loves it when she is happy, and she sees mummy. Rainbow room children **showed their interpretation** of happy faces, sad faces, angry faces and crying faces. **They shared a mirror so they can see what they look like when they pull faces**.



Play dough making - Mathematics

To support the children's [understanding of mathematical terms](#) such as more, less, one or two scoops, the children took part in the activity as they showed interest in making the dough. The practitioner set some resources on the table and used some ingredients such as flour, water, oil, rolling pins, and wooden boards with some shape cutters.

Soul, Peggy, Phoebe, and Marley took each bowl and used the measuring scoop to scoop two cups of flour into their individual bowls, they all took turns as they took a turn and waited to put some flour into the bowl. We then added some water and oil using the scoop, and used their wooden spoon to mix, using circular motions. Peggy explained: "my hand is sticky", she showed her hands to her peers. Throughout the activity, the children were encouraged to scoop the ingredients in certain amounts for example



two scoops of flour, and one scoop of

water, to support the children to [understand measurements](#).

Peggy used her hand to tap the dough and used the rolling pin to flatten the dough onto the board. She used her [imagination and reflected her personal experiences](#) as she explains: "I made a pancake". Soul then added; "I'm making cake too". This activity supported the children to [build their understanding of how to measure](#) different ingredients and to [explore and describe the texture of the dough](#).



Autumn

Leaf Printing - [Understanding the World](#)



To support the children's understanding of their surrounding environment, and notice and understand the changes through each season, we implemented a leaf printing activity where the children were encouraged to follow the practitioner to the garden and collect leaves from the floor that had fallen from the trees. They were discouraged to pick new leaves from their surrounding plants and were taught that it hurts the plants if we pick their beautiful new leaves so we should only touch the ones that have fallen off. The practitioner then explained to the children that the leaves had fallen from the trees as she explains why this happens and includes the autumn season in its reasoning. The children seemed very engrossed in this conversation and looked up and around at the trees and even watched as some of the leaves fell. When the children returned to the room, they began to dip the leaves into some dark orange/brown paint and stamped them onto plain white paper. Ziggy began to use his hands; he dipped the leaf into the paint and then printed it onto his paper. Then slowly the other children began to join in, including Phoebe, Soul, and Peggy.



Creating cloud mobile with raindrops - Expressive Art and Design

To support the children's understanding and knowledge of the different weather types, we implemented a mark-making activity in which they were encouraged to draw what they see as a rain cloud. As autumn descends on us, we have been witnessing and experiencing a wider variety of temperatures ranging from 11 degrees to 25 degrees with some rain and cloudy skies, mixed with cold crisp mornings and some warmer weather later each day. The children were free to interpret a rainy cloud using plain paper and dark-colored crayons. They used the colours; black, grey, dark purple, and dark blue to create swirling lines on the paper. Ziggy pointed to the children's drawings as he watched and observed them and exclaims: "Big storm coming." Marley used a dark purple crayon to draw swirling lines round and round on the paper and said: "Purple." As the children made their lines and scribbled on their paper, the practitioner explained and described how rain clouds are made and where rain comes from. The children listened intently, then began to exclaim things that they know about rain. Soul said: "Soul wear wellies" and Peggy explained: "Peggy splashes in the puddles" then burst out with laughter.



Autumn

Spider Handprints - Being Imaginative and expressive



To build the children's [knowledge of the names of insects](#) and to build [the ability to identify the differences between each different insect](#) through their features, the children engaged in sensory and creative activities. The children were encouraged to use their paintbrushes to cover their palms in black paint and press down on their paper, this made a spider-like shape, with many legs. Peggy exclaimed "look the spider is black", as she identifies the colour of the paint used. The practitioner asked the children "how many legs do spiders have" Soul stated, "I have two legs" Although we were making black spiders, we explained to the children that there is more than one type of spider which is more than just black in colour. Some being brown, some being white, red, etc.

Autumn leaf soup - Understanding the world

To support the children's interest in waterplay and to continue our autumn theme we mixed leaves that the children collected from the garden and put them into the water with orange powder paint. We walked around the back garden looking for natural resources such as leaves and twigs, they picked different shapes and sizes for the leaves. Dylan picked the leaves from the grass and showed the practitioner holding up two leaves in his hands saying, "look I have found the same size, and "I've got two leaves".

The children were then given various pots and pans and utensils to fill and empty some water in and out and scoop and mix the sand around as though they were making soup. Together, the practitioner and the children slowly added each ingredient one by one like a recipe for making soup using the leaves. Dylan, Ziggy, and Peggy stood around the water tray playing alongside each other. They scooped water with the utensils, filling and emptying the dishes. The children were able to explore the colours and texture of the leaves and the colour of the water. The children had taken turns as they picked up some leaves from the basket and put them into the water, Dylan said "it's my pot I'm making soup" Peggy then used the spoon and pretended to stir the soup. The children enjoyed taking part in this imaginative role play.



Bonus sessions



Rainbow room children participated in their first tiny mite's session of the term and the children were very excited.

The Tiny mite's music teacher explained to the children that all the Tiny mites were sleeping, she showed the children in slow motion with her hand, as she rolled her hand. The session started with the song 'the tiny mite club'.



Dina the dolly was introduced to the children, she waved to the children by saying hello and loves to sing loudly, the children used both hands to clap and they raised their hands up and down. The children stood up and marched by stomping their feet up and down and clapping their hands, at the same time the children turned and twisted and wiggled their hips. Dylan and Ziggy smiled as they enjoyed stomping their feet and twirling around. Peggy said, "I like pussy cats,". Tracy (the music teacher) showed the children her cat and said "meow", she made a hand claw and pretended to be a cat. She then put the music on "pussy cat, pussy cat where have you been" Dylan imitated the actions, he copied as she stretched her fingers and grasped her whole finger in, Tracy then played a song called 'hickory dickery dock. Peggy, Phoebe, Soul, Dylan, and Ziggy watched as the mouse ran up the clock.



The children then watched as she took the spider out and sang incey wincey spider as she put it above her head. Ziggy sang along with the song as he did the hand actions. Tracy asked open-ended questions such as "where is the spider Ziggy?" Ziggy said, "it's on your head" she replied "where," Ziggy said "there" as he used his finger to point at it. At the end of the session, they sang a goodbye song as they waved their arm from side to side.



Sunshine Room

Settling in

We would like to begin the new term by welcoming back our existing children into the nursery and also welcoming our new comers; Uma, Henry and Leo



Since we have returned from our summer holidays, we have been focused on settling the children in through interest-based activities. During the holiday some of the children's interests have changed as well as their developmental needs. By engaging the children in everyday activities that are based on their interests, children learn more effectively.

Fun week

As we were coming to the end of the summer term before breaking up for two weeks. We focused on the babies' interests and carried out fun, stimulating activities for the babies for the end the term.

Parachute Game **Physical Development: Moving & Handling**

The practitioners took the babies outdoors to play the parachute game. They gathered all the babies together and sat them on the grass. The practitioners then started swaying the parachute up and down, above their heads. Roxanne looked at the practitioner and **watched what they were doing and tried copying them by grabbing one end of the parachute and attempted to move it up and down** with a big smile on her face. While Maya, Zephaniah and Vincenzo sat back down under the parachute and watched it sway up and down above them finding it exciting.



Settling in week

Settling back in/Children's interest - **Personal, Social and Emotional Development**

As it was Sunshine room children's first week back after their summer holidays, we decided to focus on following the children's lead in the room and implementing what they found interesting. It was wonderful to welcome all the children and see them communicating more in terms of interacting with the adults.

Maya showed interest in playing in the home corner with the dolls and having a picnic with them. Maya decided to line up the babies and one by one she put food in their mouths as she pretended to feed them. This shows Maya has a better understanding when it comes to **recognizing key people in their own lives or those she**



sees sometimes because she's able to role-play on her own with dolls and that shows her understanding of people.

Marlow showed communication with the practitioners around him as he babbled more, he used the word 'no' and made lots of sounds and expressions when engaging with the practitioner. This shows that Marlow is making his own sounds in response to being spoken to by familiar adults. For the rest of the week, we planned fun activities for the babies such as making colourful playdough and using different tools with the playdough. The children then explored a music session with a variety of instruments, and they engaged their senses during food play.

Settling in week continued

As we have had several babies return to the nursery during the second week of re-opening after the summer, we carried on supporting the babies and ensuring they settle back in smoothly and get back into the routine of the nursery. The children enjoyed the simple experience of gluing, sticking, painting, and messy play as they got back into the routine.

Gluing and sticking collage - Expressive Art and Design: Creating with materials



The purpose of this activity was to put together a creative collage and allow the children a choice as the practitioner gave ideas about what they may have experienced during their summer break, such as going to the park, playground, going to the beach, or on a plane, a train or long drive etc. The practitioner provided the children with glue and paper and demonstrated how to pick and choose what they can stick on the paper. Maya and Zephaniah took part in this activity. Maya was using her palmer grasp to hold the brush and spread the glue on her paper, she stuck the tissue paper by holding it and she was able to tear it in half to which she continued tearing

it up into small pieces. Zephaniah enjoyed using the brush by holding it with a palmer grasp and tried to spread the glue.



Paint stamping - Expressive Art and Design



During adult-led play all the children stamped paint on paper using foam stampers and rollers. Maya used orange and green paint with a roller and rolled it on the paper whilst looking at the different patterns it made. Maya was repeating "paint, star, cat, paint". Zephaniah used a star stamp with brown paint and stamped

it on the paper. He also repeated "sta" and "roll it" after the practitioner. Zephaniah was given one of the rollers and was taught



how to roll it on paper. Gabriel used a roller and had brown, green and orange paint and with the adult's support was taught how to use the roller. Mia had support from staff and was using different stamps with brown paint, she also [attempted to use the roller and babbled to herself](#).

Sensory bags - Physical Development - Moving and handling



In another adult-led activity, the children created sensory bags, the practitioner demonstrated to the children how to tear up the tissue paper to encourage the children to use their fine motor skills. The practitioner then asked Maya to put the tissue paper into the bag, Maya followed instructions very well and said "open" to the practitioner to open the bag. Mia also enjoyed the activity; she [used good hand-eye coordination and gross motor skills](#) when putting the tissue paper into the plastic bags. Gabriel listened very well when the

practitioner named the different colours of the tissue paper. He then [repeated after the practitioner and said "pink"](#). Afterward, they added some coloured pom-poms and glitter to complete their sensory individual bags.



Transport

Continuing from settling the babies back into nursery after their holidays we introduced them to the theme 'Transport' as this linked in well with some of them using transport on their holidays whilst some children enjoyed their regular walks, journeys, and trips in their local town. The babies were shown a variety of vehicles and transport through creative activities, and images.

Tyre Track Painting - Physical Development and Communication and Language

Sunshine room children participated in a painting activity using vehicles to make marks. The practitioner started by demonstrating how to roll the cars in the paint as well as painting the tyres with the paintbrush. Maya pointed to the paintbrush and said "Brush?" asking if she could have one. This shows her [use of simple questions](#). She then picked up the brush with her right hand then alternated to her left. She rolled the car across the paper and painted on the paper with the brush [making lots of random marks](#). Marlow also participated in the activity; he imitated the practitioner's actions by rolling the car on the paper. He was able to use his [gross motor skills](#) whilst grasping the car and making [movements back and forth](#). He also used the paintbrush and tried to paint the paper with his right hand. Which demonstrates [hand-eye coordination and dominant hand preference](#). The babies were making lots of sounds by babbling and imitating the word 'car' and 'brmm brmm'.



Transport Sensory Bin - Physical development

Another fun activity the babies took part in was a transport themed sensory bin and this included toy cars, and boats with dry cereal in a builder's tray to support the baby's sensory development. We used the vehicles over the cereal to hear the sound it makes and they also noticed it was crushing the cereal into crumbs, so they all imitated the action using their **gross motor skills**.

Roxy, Zephaniah and Maya were particularly interested in this activity, they began by feeling the Weetabix in the tray using their **sense of touch** and they were **manipulating objects using hand singly and together**. Roxy shared the boat with Zephaniah who giggled every time they passed it to each other. Roxy grasped a handful of Weetabix into the palm of her hands and sprinkled it over the toy boat. Maya watched her carefully and then imitated her. The practitioner also helped fill up the boat with cereal and Roxy and Maya found it interesting. Marlow and Mia also sat near and reached out to feel the cereal, then they took the cars to play with. All the babies enjoyed taking part in this activity.



Transport continued

Sunshine room children continued with their transport theme because they enjoyed it so much. So, we carried more activities to extend their learning of transport, such as trains, boats, and planes.

Making sailboats with egg cartons - Expressive Art and Design & Personal Development



The babies participated in a painting activity to create their sailboats made from egg cartons. They used blue paint and paintbrushes. We used a book with an image of a boat as a visual reference. Gabriel pointed at the image with a surprised look. Zephaniah started by taking the paintbrush and dipping it in the paint. Then he took the paintbrush and used it to paint the table and egg carton. The activity **showed their increasing control in holding, using and manipulating a range of tools and objects**. Jayce got his fingers in the paint, and he



started to paint it with his hands. The babies **manipulate objects using his hands singly**. Maya held her paintbrush, dipped it in the paint and she started to paint the corners of her egg carton as she makes the **connections between the movement and marks she makes**. She **used single words** to ask for "more" and said the colour "blue" and "paint". Vincenzo and Roxanne were observing for some time at first then they used the paintbrush and started to paint a little, they were **able to explore the sensory experience of paint** as it was wet and sticky. However, they did need a little guidance, so the practitioner supported them to paint their egg carton a little more.



The Queens memorial

Sunshine room planned activities based around Her Majesty the Queen out of love and respect for the queen who sadly passed away last week. On Monday 19th was the funeral so Sunshine room did some simple relevant activities, in honour of the Queen Elizabeth II.

Making a crown - Expressive Art and Design & Personal development:



One of the activities the babies took part in was based around the topic of Her Majesty Queen Elizabeth II in which we created and decorated crowns. The practitioner set out strips of paper for the babies to decorate their crowns on and set out glue and arts and craft materials. When Maya saw the glitter being set out on the table, she was very excited about the activity and was trying to reach for the glitter saying "gitta gitta". This showed that Maya is starting to know **familiar objects by name**. The practitioner started off by demonstrating how to apply the glue onto the paper with the glue spreaders and the babies followed. She then demonstrated stripping bits of tissue paper, sticking them onto the paper and then sprinkling the glitter all over. Maya was too busy sprinkling the glitter all over the paper and spreading the glue.

Zephaniah used the glue stick to glue down all the tissue paper. He formed strokes whilst moving his glue stick back and forth. He is starting to **make connections between the movement of his hands and the marks the objects make**.



Colouring a picture of Queen Elizabeth II

Personal Development & Communication and Language

Another fun activity we decided to do to honour our beloved Queen is colouring a picture of our Queen. Maya showed a lot of interest in this activity. Maya showed her colouring skills by naming all the colours that she was using. She is using **different types of everyday words** and using a grip to hold her crayon. This encourages her to **makes connections between the movement and the resulting**.

Zephaniah showed interest and observed how Maya coloured in her pictures. He started to say yay as he picked up the gems and put them on Maya's picture. He used **words to communicate for a range of purposes**, when he was with Maya, and he tried to support and encourage her which creates a friendship and bond between peers



Bonus classes

Yoga - Physical Development: Health & Self-care



The babies participated in another session of yoga. The practitioner started off by playing yoga music which made the babies feel relaxed. The babies waited on their mats patiently and waited for the practitioner to start the activity, the practitioner started off by giving simple instructions such as, "Simon says stretch your arms", Maya and Dylan F followed the instruction very well. Sebastian also enjoyed



stretching his legs up in the air and listening to the calm and relaxing music.

Tiny Mites - Communication and language and making relationships



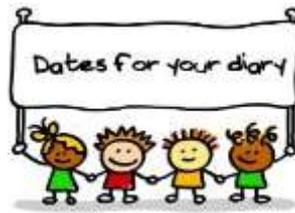
Sunshine room children participated in our lovely music session and this time we had a new teacher called Tracy as the babies sat in a circle alongside Rainbow room children, we started off with the opening song. Zephaniah attempted to **use single words** as he imitated Tracy and said, "mite" and "club". After a while he **frequently imitated words and sounds** that he heard, and he said "ite" and "lub" every

time the teacher sang the song. He also sang and danced along with the songs that were playing and had the most interaction with the teacher by following her instructions as he used his hands to



copy her actions. Some babies used their **fingers to share an interest** with the practitioner and they pointed to the props that the teacher showed. Uma was very excited as it was her first session, she was going up to the teacher every so often and curiously checked and explored the props, she also **moved her body to the music, sounds and rhythm**. Maya and Gabriel mostly observed the session, they listened to all the songs using lots of facial expression and their hands **to imitate the actions**.





27th Month Review
Thursday 8th December

Parent's Afternoon
Friday 9th December

End of year Party
Wed 21st December (3 pm to 5 pm)
Nursery closes at 5 pm

Nursery Reopens
Wed 4th January 2023

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 us any suggestions/comments you may have to office@rooftop-nursery.com

We really appreciate your feedback, please review our nursery on google so that we are able to promote our services to other parents and families. <https://goo.gl/maps/1sGwLz2R6nc1aAdW7>