

A very happy birthday to Lowen & Felix,

Roof top
nursery

Roof Top Nursery

Sparkler Display



All the children and staff took part in enjoying Bonfire night on Friday 5th November. We all enjoyed a wonderful sparkler display done by Aklima and Chelsea on the play roof, we had amazing sound effects of fireworks through our new speaker system. The children all watched in wonder as they watched all the sparkles being lit and all the beautiful colours that sparkled. You can check tapestry for further videos & pictures!

BBC's Children in Need The children and staff had so much fun throughout the week, engaging in creative Pudsey Bear related activities, and taking part in a PJ and dance party!

Thank you to all the parents, children and staff who helped us raise money for Children In Need. With your support we raised £200.00!



We had an amazing farewell party for Sabina our Nursery Co-ordinator who went on going on Maternity leave Friday 27th November

Sabina has been a fantastic support to the parents, children, and staff at our nursery. We will miss her very much and cannot thank her enough for all her hard work and attention to detail, until then we wait patiently for her to return back to us.

We wish Sabina all the best with her new family. farewell Sabina.



Oral Health

On Friday 28th November parents were invited to attend an Oral health workshop online. We hope any parents who joined found this session very helpful and received some good tips! We have received some new packs of eco-friendly brushes for the children in toddler



Parent Notices

Henry: Healthy Start, Brighter Future

If you're a parent or carer of young children, Henry can offer free support provided by a friendly and trained HENRY practitioner either online or by telephone.

Opportunities include:

- Online parent support groups run by a HENRY facilitator – a chance to share experiences with a small group of other parents, find ways of reducing stress and gain new ideas to manage daily family life and get your little ones off to a great start
- Sessions on specific topics such as introducing your baby to solids or tackling fussy eating – provided on the phone or via video calls
- Having a HENRY Buddy - someone who will keep in regular contact with you, providing practical and emotional support to help you through the challenges of family life.

To find out more or to take part please fill in the online form or alternatively, ring on 01865 302973
<https://henry.org.uk/freesupport>

Important School Information:

If your child is born between 1 September 2017 and 31 August 2018, they would normally start reception class in September 2022. You must apply before 15th January 2022 even if you wish to delay or defer their start in reception. You can apply online at [Education.hackney.gov.uk](https://education.hackney.gov.uk).

Useful link: education.hackney.gov.uk

Providing a multicultural working environment

At Rooftop nursery, we believe in welcoming staff regardless of gender, race, or culture beliefs and we also looking to expand our team.

New staff – We would like to welcome our new members of staff to the nursery Mahfuz, Shimari and Mohammed.

Mohammed and Mahfuz are Level 2 apprentices studying childcare. They are being trained and currently help with the nursery routines, ratios, activities, and outdoor play. They are both very enthusiastic and engaging with the children and are creating amazing bonds and want to further extend their understanding on child development.

Shimari is our trainee admin studying at college during the day and helps in the evenings after college, with light administrative work, supporting ratios when needed and helps completing safety checks at the time of nursery closure.

Staff meetings.

During our monthly staff meetings Hafiza takes this opportunity to help support the staff team, by nurturing them, investing in them, and enhancing their knowledge on child development.

Our manager Hafiza always ensures that staff meetings are kept very interactive and knowledgeable for our staff team. Hafiza discussed some examples in the last few staff meetings to help enhance staff practice in understanding behaviour management strategies with young children. So far, the staff have been trained on how to use strategies to support conflict resolution between children, how to acknowledge a child feeling and not just using distraction or excuses to support this but use containment strategies from the Solihull practice. Solihull approach combines three theoretical concepts, containment (psychoanalytic theory), reciprocity (child development) and behaviour management (behaviourism) the framework is designed to empower practitioners, obtain an in-depth understanding and help support young minds which we believe and should also be shared with parents. Please see below on a story between a two-year-old and her dad how this was containment training was delivered to the staff team.

Solihull in Practice

Two-year-old child and her Dad on a plane journey (Reciprocity, Containment, behaviour management)

She is feeling tired, bored, and cranky. It is the beginning of a plane journey home.

"I want Zebra"

"I am sorry, but Zebra is packed away in the big suitcase that's in another part of the plane".

"I want Zebra"

"I know sweetheart, but Zebra isn't here. He is in the baggage compartment underneath the plane and Daddy can't get to him until we get off the plane".

"I want Zebra, I want Zebra". she starts to cry, twisting in her safety seat and reaching for the bag with the snacks on the floor.

"I know you want Zebra". (Dad is starting to feel stressed)

"But he is not in that bag, he isn't here and there is nothing I can do about it. Why don't we read about the animals in your favourite book"?

Not book, I want Zebra, I want him now".

She sobs loudly now and Dad can see other passengers and the airline staff looking at him willing me to do something. His daughter's face is red with anger and he imagines how frustrated she must feel. She can't understand why he can't magically find zebra and probably feels that he is doing this deliberately.

Solihull Approach

"You wish you had Zebra now." I say to her.

Yes, she says sadly.

"And you're angry because I can't get him for you".

"Yes".

"You wish you could have Zebra right now don't you". I repeat, as she stares at me, looking curious, almost surprised.

"Yes", she mutters, I want him now.

"You're tired now and smelling Zebra and cuddling Zebra would feel good.

I wish we had Zebra here so you could hold him".

"Yes" she agrees.

We can't get Zebra and that makes you feel frustrated.

"Yes" she says with a sigh.

"I am so sorry", I say and I watch the tension leaving her face. She rests her head against the back of her safety seat, she moans quietly a few more times and within a few minutes she is asleep.

This little girl was not interested in excuses or diversions but was comforted by her feelings being validated, she had experienced empathy, and this was powerful.

Parent workshop.

If there are any topics parents would like us to cover in a parent workshop delivered by our manager Hafiza, please feel free to register your interest to office@rooftop-nursery.com along with your topic suggestion.

Star Room

Reminders

Football: Tuesdays, fortnightly

French: Wednesdays, fortnightly

Celebrating second week of pumpkin festival

Communication and Language

What an exciting start during the month of November; our pumpkin party was as such a success during the month of October that we hosted a second party for all the children that missed out due to half term. We had so many characters in our room from Disney princess, Spiderman's, Harry potter, pumpkins and even witches. All the children engaged in role-plays and demonstrating their skills and powers. So well done everyone for getting into the festive spirit.

We recapped some of the activities for the pumpkin week. All the children were very excited as they enjoyed all the activities as they **showed involvement, interest, and fascination**. Star room children had the opportunity to make their own orange play dough. The children practiced their independent skills by **learning to measure the flour, develop their numeracy skills and their hand eye coordination** as they the mixed and kneaded the dough.

Star room children further tapped into their **imaginative skills** by moulding dough into creepy crawly spiders, bats and pumpkin which not only **developed their small muscles in their fingers and hands**.

Many of the children engaged in open-ended conversation and **listened to others one to one or in small groups, when conversation interests them** and even questioned the texture of the dough. For example, Safeeya said her dough was too sticky now", Karaeah said she made a spider and it's got lots of legs, Alba joined the conversation and said she made a heart for her mum".



Another activity the children took part in was making pumpkin soup. The children were encouraged to use child friendly knives as they learnt to **use single hand tools** safely to cut the pumpkin in to small pieces. Star room children helped themselves to small bowls and placed their pumpkin pieces. The children **further developed their imagination and creative skills by engaging in role play** in the home corner and pretend to cook their soup. Yve and De'Andre added some water into their bowls and spoke about putting into the oven to allow it to cook. Leonardo was fascinated with the pumpkin as he attempted to scoop the seeds and even attempted to cut the pumpkin with some support from the practitioner. We ended our pumpkin week with yet another party for all the children and some yummy food and music and dance.

Diwali

Diwali is a festival of lights which is Hindu celebration. We took the opportunity to engage the children to talk about and share stories about their favourite celebration and learn some **similarities and differences that connects them and distinguish them from others**. Some children said they celebrate birthdays, Eid and Santa. Moving forward, we explored both and provided opportunities to get as messy and explore colours as possible. The children were able to **build up vocabulary that reflects the breadth of their experiences** as they learnt key words and built on their vocabulary.



We learnt the following words “Diwali” “Rama and Sita” and “Hindu” and read a short story about Diwali. We made cards to give to our loved ones and also explored patterns such as Rangoli designs on tuff spot with coloured pasta and lentils.

Another exciting activity we did with our children was the salt dough Diva which allowed the children the freedom to **create with materials** and make art pieces. The children did a great job copying their own interpretation by **manipulating the dough to create effects of shape**. Once the Diva was baked the children really enjoyed decorating them. The children further **practiced their tripod grip** as they held the brushes and created some, dots and circle marks on the Diva, and covering their lamps with colourful paints and used different coloured glitter and sequins to make their lamps even more attractive.

Bonfire Night

Furthermore, Star Room also learnt about Guy Fawkes and the origins of Bonfire night. They watch it with a lot of fascination and involvement. It was a very interesting and enjoyable week for the children. The children gained a lot of knowledge about the sounds of fireworks and different colours and shapes it made in the sky. Now let's move onto the activities where our children had the most fun and participated in. The children helped themselves to the apron and **maintained focus** as the practitioner explained and used a visual picture to show that children what we were creating. Star room showed excitement as they created their very own campfire using a range of resources and colours such as cardboard roll and red and orange tissue paper to create the illusion of fire. The AM children did very well as they **followed simple instructions**. Furthermore, we spoke to the children about the danger of fire, and why we should always stay away from fire. This activity enabled the children to **engage in imaginative role-play based on own first-hand experiences**. The practitioner asked the children open ended questions such as “should we put our hands in the fire and go near the fire?” and the children replied saying “no” following on



from that, Felix and Juno said, if you put your hands in the fire is going to burn your hands. Each child rubbed the cardboard roll with the glue and stuck it on the red and orange tissues, they all created flame fire, pretending we all in the camp and it's cold. They all participated well in the activity. They were able to use their imagination to create fire in the camp. The children-maintained focus for a long period of time and showed a lot of interest and involvement.

Understanding of The World

Star Room took part in a spectacular sparkler display on the roof which was led by our nursery supervisor Akki. All the children sat down and carefully listened and learnt some health and safety measures. Star room were able to show an [understanding of the use of objects](#) and were also able to [practice some appropriate safety measures](#) such as not standing too close to the fireworks or sparklers. What an amazing evening we had as the children watched the sparkle display as well as listen out for the sounds.



To make the session even more exciting Akki and Chelsea used the sparkler to draw out some simple shapes in the air which was requested by the children themselves such as stars, circles, triangle and square.

Children in need



It was such a great opportunity for the children in star room to focus on Children in need as this allowed the children to gain more knowledge and the concept of raising money and how even a small amount can make difference. We just want to say BIG Thank You to all our lovely parents, children, and staff for helping us raise some money.

Being Imaginative and Creative

[There were loads our children got involved, got to learn and have fun.](#) We participated in variety of fun and exciting activities which involved using different skills and resources. Starting the week of, the children took part in making their own yellow play dough that represents the Pudsy bear. The children were encouraged to add their own ingredients and make it on their own independently as this will allow the children to develop on their [fine motor skills](#) and learn how to [gain more control](#) when pouring ingredients. Throughout the activity the children [showed a lot of interest, fascination and involvement](#) this was done by the children asking questions such as Felix saying “the playdough is softer now”. This shows that the children were [paying attention to details](#) and the change it makes when you add more water. The children all were able to take turns and wait patiently as they add



the ingredient in their individual bowl. The practitioner asked the children open-ended questions which the children were able to answer confidently for example, the practitioner asked “what ingredients do we use for the play dough?” Karaeah replied back saying “flour and water” following on from that Safeeya said “and oil”.

Personal, Social, Emotional Development: Making Relationship

Due to it being children in needs week what a great way to come to nursery in your pajamas as the children showed a lot of excitement having to come to nursery with their pajamas. Throughout the whole day the children were sharing their experiences, sharing ideas and even comparing the patterns on the pajamas. Which sparked rich [conversations between peers and takes account of what others say](#).

Bonus classes

Yoga session

During yoga Star room were first asked to take their shoes off. The children were able to take their shoe off without the support of an adult. Once they took their shoes off the children were asked to hold a ball with their feet and pass it onto their friend. [Showing they were able to follow simple instructions](#). The children were then asked to pretend to be a pumpkin by laying on their tummy and try hold their leg from the back. At the end the yoga teacher played twinkle twinkle little stars as to encourage the children to lay down and breathe in and out slowly and lay on their back and rock back and forward this allowed the children to work on their breathing skills. The [children-maintained focus for a long period of time](#). Some eggs were then placed on the floor and each of the children were told to pick one which the practitioner then opened. Inside the egg where some of the poses which encouraged the children to then do the pose such as monster, bat, and spider. They were able to focus for some time without distraction. They all sang action songs and marching around the room. The children did good listening and got stick at the end for doing good listening. Yoga allows the children to [observe the effects of activity on their bodies](#).



Heuristic Play:

Heuristic play is an enriching type of play where young children interact with everyday objects, rather than toys. The goal of heuristic play is to provide a wide range of [sensory stimulation](#) to help children discover and learn things for themselves.

We offer the children a large number of objects and receptacles for them to play with freely. Star room children are encouraged to use their own devices and are able to [develop their own thought](#) processes and [express themselves](#) as much as possible by using these natural household resources. We carry out heuristic play at least once a

week were our children show a lot of fascinated by finding out not just what things are but also what they will do. The children natural inclination is to pick things up and explore what they feel like using their fingers, hands, feet or other parts of their body. Through Heuristic play star room children have been exploring and showing interest in **different textures, shapes, colours, patterns, weight and flexibility** of different objects.

All the children showed a good effort in **working together** and helping each other to collect items such as buttons and belt rings, Safeeya and Eiliyah worked together to collect the button into their individual bags and tapped on to their **creative skills by pretending** the buttons were money and that they are going shopping to buy food. Rafal was able to use his initiative and say to Yve “can I have one of your tile pieces please?” without being prompted by an adult. De’Andre and Yunus used their creative ideas as they place some tile pieces in a line to make their bridge.



Rainbow Room

Pumpkin week



Understanding the world & Communication and Language

Rainbow room children had a super fun opportunity to take part in another round of Pumpkin week, this was to ensure that the children that were not present during half-term holidays also had the opportunity to learn all about this fun event. Leonardo was amused by the pumpkins around the nursery and showed off his strength by carrying them. The children were able to **talk about some of the things they have observed such as plants, animals, natural and found objects** within their environment. The children have been discussing the eye-catching decorations they have been exploring on their interest table and around the nursery, such as the spider webs, the sparkly spiders, the pumpkin baskets, and many more. Rainbow room children were able to take part in decorating their very own Witch hats which were inspired by Winnie the Witch. The children discussed their ideas of what she looked like and showed that they could **use language to share feelings, experiences, and thoughts**. Blaise used his mathematical knowledge and said, “her hat is not a square or circle, it is a triangle!” Delia and Gene added, “and it’s blue!” Ameenah also added, “and black too!” The children showed that they were able to **hold a conversation, jump from topic to topic and learn new words very rapidly and are able to use them in communicating**.

Rainbow room children took part in painting and used their dominant hand to make small brush



strokes. The practitioners reminded the children that if we use too much paint, our paper can become very weak and rip! The children acknowledged this and independently took their work over to the drying rack.

Rainbow room children had a lot of fun taking part in their second pumpkin party, however, some of the children were convinced it was their birthdays! The children made such a great effort for a second time to dress up and looked stunning for their party, they were able to dress up and use their imagination through clothes. We had Anu dressed as a Lion, Blaise was dressed as a triceratops, Delia was dressed as a reindeer, Amaya came in dressed as T-rex, Lowen was a police officer, Gene was a dragon, and Ameenah came to nursery dressed as a princess! Thank you to the parents for putting in so much effort and going all out with the dressing-up clothes.

Diwali & Guy Fawkes

Expressive Arts and Design & Physical Development:



Guy Fawkes is a super exciting time of year where the children have the opportunity to see our amazing sparkler display and talk about all the fireworks they have seen outside of the nursery. We provided the children with a space to sit together at a good distance from the fence while the adults lit the sparklers. We discussed ideas of safety and ensured the children were aware of how to be safe when us, and how the adults would put them out to ensure there are no fires, this showed that the children were able to **show an understanding of the need for safety when tackling new challenges and consider and manage some risks by taking independent action or by giving a verbal warning to others.**

The children were amazed by the sparklers and had so

much fun watching them glitter and shine in the dark!

The children also took part in creating their own fireworks, but surprisingly enough, when the adults asked the children, what fireworks were, they said they didn't know! We watched a short clip of a firework display on New Year's Day next to the Big Ben, the children were astounded and showed that they were able to **use everyday materials to explore, understand and represent their world – their ideas, interests, and fascinations** while

creating their own! Rainbow room children were given some black pieces of paper which represented the night sky, Delia, Gene, Amaya, Blaise and Thomas showed lots of interest and maintained their focus for a long period of time while carrying out this activity. The



children watched the adults sprinkle glue onto their paper, and then added glitter into their hands to create a firework effect. This showed that Rainbow room were able to **enjoy and respond to playing with colour in a variety of ways, for example combining colours**. Amal also joined in and was fascinated with the glitter & did a great job at sprinkling the glue around!



Rainbow room children took part in learning about Diwali during Bon fire week as the celebration

took place during the same week. The children used a variety of colours during the activity using powder paints and blending this with ideas of glitter and fireworks to celebrate Diwali! This showed the children were able to **show interest in different occupations and ways of life indoors and outdoors**. The children engaged in making Diva lamps and also got their hands messy with some powder paints and glitter as they discussed colours and explored further during their activity session. We created a firework display as part of our Diwali theme. The children started off by adding powder paint and glitter to a tray and used individual paintbrushes to draw lines and imitated the sounds the fireworks make during the activity. Gene turned to his friend and said, “look I got a giant firework” and Anu replied, “I watched it with my daddy”. This shows the children were able to **show increasing control in holding, using, and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark-making tools** and also **learnt new words very rapidly and are able to use them in communicating**.



Box of Feelings:

The children in Rainbow room have been introduced to the Box of Feelings and have also been drawing in their feeling’s books, so if the children come home and are constantly discussing their feelings or asking how you are feeling, we are to blame!

But not to worry, it is an amazing skill to discuss your feelings and understand how others are feeling, and our toddlers are at the best age to begin learning these skills! We demonstrated different facial expressions which represent various emotions, the children did an amazing job at copying the different facial expressions. The children learnt how to express a shocked face, a happy face, an angry face, and a sad face. We will be carrying out these sessions every week and hope to provide the children with opportunities to discuss how they feel every day and how we can help ourselves and each other to feel good!



Children in Need

Giving the children the opportunity to learn about Children in Need has been amazing, and the children have shown a lot of interest in Pudsey Bear and what he does. Delia, Gene, Anu, Blaise, Amaya, and Helena have gained lots of confidence while discussing the meaning of Pudsey Bear and are aware of his great work. We raised money by carrying out various fun activities and having not one, but two parties! Thank you so much to all the parents for dressing up the children on both days, in their super cool pyjama's and their disco outfits!



Rainbow room children were super proud of their outfits, Delia said “look at my outfit, it has dots!” showing

confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations, and being able to express their needs and ask adults for help and Helena came in as Bat Girl. She showed so much confidence during the day and showed pride in wearing her mask and cape, she was able to use available resources to create props or create imaginary ones to support play.

Mathematics/ Expressive Arts & Design:

The children took part in drawing pictures of Pudsey Bear and were encouraged to speak about how Pudsey Bear makes them feel and what he does! Blaise drew a picture and said, “he is getting the money”, when the adult asked him why he was getting money, he said, “for the children that need the money!” This shows Blaise was confident to discuss worldly matters and has developed his understanding of the use of objects and people, also showing he can listen to others in one-to-one or small groups, when conversation interests them. Amaya also joined in and said that Pudsey makes her happy! She said he is yellow, and she was able to differentiate between the colours on Pudsey's eye patch, showing she can enjoy and respond to playing with colour in a variety of ways, for example combining colours.

The children took part in painting and made Pudsey bear face masks, as well as using yellow playdough to recreate the fuzzy bear's face! The children discussed shapes and how to create the features on his face. For example, Ada spoke about making circles for the eyes and Thomas said, “he is smiling!” This shows the children were able to show awareness of shape similarities and differences between objects. Throughout each activity, we discussed what Pudsey Bear does and how he helps others. We are aware that the children may not fully grasp the concept of the Children in Need charity yet, but they did an amazing job at listening and showing their understanding towards the simple fact that Pudsey raises money to help little children who need it more than us. Rainbow room children had an amazing week participating in the parties and raising money, and we are super proud of them!

Food Play

Physical development / Communication & language:



As toddlers grow, their taste buds constantly change, and although for adults, it is easy enough to say, “just try it”, this can be quite nerve-racking for children! We have a fair number of children in Rainbow room that are still exploring new tastes and building on their confidence to [develop their own likes and dislikes in food and drink and be willing to try new food textures and tastes.](#)

Rainbow room children made pizzas, using mini pitta bread, tomato puree, cheese, and sweet corn. They were encouraged to use a knife or the back of a spoon to spread their tomato puree and discussed each ingredient as we added them! Ameenah, Gene,

Amaya, and Helena were able to [show increasing control in holding, using, and manipulating a range of tools.](#) They demonstrated this through holding tools correctly and ensuring they took their time to spread the puree and kept their mess to a minimum! The children slowly sprinkled their cheese on top and spoke about where the ingredients come from, we discussed the children’s ideas and understanding of where they buy their food from outside of the nursery and if they go shopping with their parents or loved ones.



This develops the children’s understanding of the world outside of nursery and how they live, showing they could [learn new words very rapidly and are able to use them in communicating.](#)



Rainbow room children also made pasta and added some tomatoes to make it even more yummy! Ada, Helena, and Amaya greatly enjoyed the activity. They poured some cooked pasta into a large tray and squeezed the tomato puree into it, the children were super excited and even asked to eat it! Food play is not always given to the children with the expectation of them eating it, it is provided to give

the children the opportunity to build their confidence with just touching it, smelling it and eating it is a bonus!

The children also made biscuits as we thought that would be a great and less daunting way for the children to begin their week, with being encouraged to touch and try new foods! We encouraged the children to mix different ingredients together and develop upon their fine motor skills and gross motor skills as they use their super-strong muscles to stir the ingredients using a wooden spoon. The practitioner encouraged Ada to take part as he needed a little more encouragement during our mealtimes. Before starting to make the biscuits, we looked at our ingredients and we tried the raisins. Ada also tried and showed great enthusiasm! The children all helped and took turns to mix the ingredients. While Thomas was mixing, he said 'Mummy cook flour and butter', Blaise then said that he made banana bread at home. When our dough was ready, we used different cookie cutters to cut different shapes and also allowed the children to make their own choices. Some of the children poked the dough while others used their palm to flatten it.

Bonus classes

Tiny Mites:

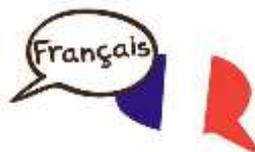
The children took part in Tiny Mites and as always and had so much fun! Caroline introduced herself to the children and started off with the "hello" song. Rainbow room children sat down in a circle and Caroline took the doll out of the bag and asked the Rainbow room children "do you know what her name is? can you say hello to tiny mite?" The children listened very attentively and listened to what Caroline was saying, showing that they could [show interest in play with sounds, songs and rhymes.](#)



Helena and Ameenah raised their hands in the air and followed the actions by touching their heads and then their shoulders. They also sang five bumblebees along with the music, and Incy wincey spider and used their hands to form actions, Caroline asked "how many legs does the spider have can anyone tell me?" Blaise raised his hands up and said "eight." She then asked the children "What sound does the cat make? can you say meow? and she also had a mouse too!" At the end of the session Caroline took out the bubbles, all the children stood up, got excited, and started jumping whilst catching the bubbles!

French:

During our French session, the focus was all about bonfire night along with colours and feelings because of the weather.



During the first part of the session, the children did a recap on how to say hello in French and how to say "my name is..." Debbie got her cards out and asked the children if they were feeling hot or cold because of the weather. The children then learnt how to say "hot", "cold" and "fire" in French and learnt the actions.



Debbie asked the children what they need to wear when they go out into the cold when they go to watch the fireworks. The children all shouted out “hat, scarves, and gloves”. They learnt about the consequences of not having their coats on, Blaise said he will “freeze like the polar bear”

In the second half of the session, they learned about the bonfire colours. Debbie reached into her bag and took out the different coloured cards and the children practised how to say them in French. The children took turns and waited patiently to select a coloured scarf out of the bag. We all played a game with the scarves. Debbie had a hanger with all the colours attached to it and whenever she shouted out a colour the children with the coloured scarf had to wave their scarf up high in the air which we paired with a song.

In the last part of the session, the children took part in some role-play and pretended to be walking fireworks; we had a fireman and firefighters. The firefighters had a huge responsibility, they had to put out a big firework display with their water hose and make sure nobody got hurt.



Sunshine/

Firework Week

Sunshine room children took part in a generalised theme of fireworks, which consisted of a combination between Diwali and (Guy Fawkes night) Bonfire Night. We encouraged the children to engage in making firework prints using paper rolls, playing with coloured sand, engaging in write dance sessions, dancing with coloured scarves and symbolising fireworks.

Expressive art and design: Exploring and using media and materials – Toilet Roll Printing

One of the activities that the children participated in was firework printing using toilet roll holders. To support our children’s **ability to make marks** using toilet roll, we cut some slits into the bottom of the roll and bent them outwards so that when they printed the roll into the paint, then transferred it onto paper, it looked very similar to fireworks as they pop in the sky.



The toddlers took part and seemed to really enjoy the activity, often **using single words** such as: “pop” and “firework” to describe their work and “more” **to communicate their need** for more paint on their toilet roll so they can continue painting.

Physical Development: Moving and Handling – Scarf Dancing



To support the children's imagination, and creating similarities between colourful scarves and fireworks, we **encouraged the children to dance** while holding and waving sheer, coloured scarves around. They enjoyed dancing to songs such as: "monster wiggle", "Pup pup Boogie" and "Baby Shark" as the practitioner-led by example, **dancing to the beat** of the music and waving the scarves around above her head. The practitioner showed the children **different ways of using the scarves**, by placing one over a child's head and then gently pulling it away, **saying 'peek-a-boo' and giggling together**. The children **joined in together, sharing this experience** with each other as the practitioner repeated this play a few times.

Mathematics: Shape, space, and measure – Diwali Diya Lamps

To symbolise the Hinduist festival of Diwali the children participated in making Diya lamps from salt dough. The toddlers were encouraged **to label and sequence** the ingredients that make salt dough together, in a mixing bowl and **took it in turns** to mix the mixture together.

They then had a small amount of the salt dough placed in front of them, individually and began to **feel and explore the texture and many ways of playing with the salt dough**. They rolled, tapped, and poked the dough. The practitioner then demonstrated how to mould the shape of the Diya lamp. The children required some **physical support as they practiced their fine motor skills** and making the shape of the lamp.



Remembrance Week

Expressive art and design: Creating with materials –

Making Paper Plate Poppies

Due to upcoming remembrance Sunday, the children got involved in some activities based around this national event. One of the many activities we carried out with the children, was encouraging the children to use red paint and paper plates to create their own large poppy.

The children really enjoyed the activity and almost every child in the room participated. They used paintbrushes to dip in the paint and **make marks on the paper plates** which allowed them the opportunity to practice **their fine motor skills** as they are shown **how to hold the paintbrush** in different

ways. To support the children to **make links**, we used images of poppies and used lots of **keywords** such as "Poppy" and "Red", often bringing the children's attention back to the images.



Physical Development: Moving and Handling

Red Poppy Playdough



Continuing with our Remembrance Day themed activities, we made play dough together. We understand that our children **enjoy sensory play** with materials and **exploring different textures, smells, and tastes**, which is why we made red playdough. The colour red continues to symbolise poppies as part of remembrance. We began by making the playdough by combining flour, water, oil and red paint together in a bowl. The children were encouraged to help the leading practitioner to mix the ingredients each time. Once the playdough was made, we tipped the playdough out and divided it between the children that remained by the activity table. The toddlers were so engrossed as the practitioner continuously spoke about the poppies and their characteristics being: red, black, and round, with petals and describing the shape.

After watching a practitioner demonstrate how to use the playdough cutters, they showed a 'can do' attitude and tried for themselves.



Children in need

Expressive art and design: Creating with materials Painting Pudsey Bear

Due to this week's theme being based around children in need, we encouraged the children to participate in painting their version of Pudsey the bear. Providing yellow paint and paper. The toddlers held their paintbrushes with a palmar grasp and **made random movements in different ways** to explore their ability to **make a range of marks**, for example: sideways to make horizontal lines, tapping the paintbrush onto the paper to make dots, splash marks, and circular motions. To support the children's **understanding and to make links**, we provided the children with print out pictures of Pudsey bear, often referring back to the images and **using single keywords** such as: "Pudsey", "Bear", "Yellow" and "Dots" – referring to the bear's different features.



Expressive art and design: Creating with materials - Making Party Headbands

In line with our children in need theme, the children engaged in a creative activity where they made Pudsey ear headbands using paper cut in the shape of bear ears and painted them. **They used their brushes to make marks** on the paper which later were put together and used for our dance party the next day. To support the children to **understand simple sentences and**



instructions, we encouraged the children to follow through with requests such as: “Paint on the paper” and “Dip your paintbrush”, while using hand gestures such as pointing and physically demonstrating to encourage the children to follow body language and copy what they see.

Personal, social and emotional: sense of self

Pyjama and Dance Party

To help raise money for children in need we hosted a pyjama party and Dance party on Tuesday 16th and Wednesday 17th November during the week. The children came dressed in fancy dress and in their nightwear. They had access to cosy corners with a variety of books and soft toys. Then we hosted a party in the afternoon where the children ate snacks, enjoyed some treats, and danced to music alongside each other. We encouraged the children to move their whole body to music by demonstrating and cheering the children on. The babies were held and danced with by an adult and the toddlers joined in, showing off their moves! This shows a growing self-confidence through playing freely and with involvement.



Winter



As the winter season begins to slowly dawn upon us, we introduced the children to the basic wonders of winter. We carried out adult-led activities such as: salt dough snowmen, winter painting, exploring magic snow and dressing up with hats, scarves, and gloves.

Expressive Arts & Design: Creating with materials – Salt Dough Snowman Ornaments

Throughout the week, we explored how to make salt dough. We combined, flour, water, and salt in a mixing bowl and used key, single words to identify each food item. The children then took turns to mix the ingredients together and make the dough. The toddlers observed the adults as the adult-led the activity. They

showed eagerness to participate and do it themselves by reaching out for the wooden mixing spoon made small balls of salt dough and put them together to make a snowman shape. After they were baked the dough became hard, once they cooled down, we painted the balls. We used white paint and silver/white glitter to sprinkle on top and the toddlers helped the assisting adult to hold the box of glitter to sprinkle on top of the snowmen, holding it with both hands.

Understanding the World: – Sensory / Heuristic Play

To support our young babies and the babies who are still in their settling in period, we created a sensory play activity to encourage and stimulate our children to explore the toys and resources in the room.





We set out, plastic belt buckles, door handles, sensory baskets, and various material patches on the home corner carpet. We covered the home corner with materials to avoid the children getting distracted from the activity resources and the children were stimulated while they explored.

The babies sat on the carpet unsupported, leaned forward to pick up and explore the materials and resources. They explored using their senses including mouthing, shaking, throwing, tapping, and combining two objects together such as putting bath puffs into the woven containers.

The toddlers enjoyed the slightly more complex methods of exploring resources such as using their fingers and thumbs to pick up small objects, pushing small buttons, and maneuvering small mechanisms on the door handles.

Bonus class

Language Group – Alan the Alien

The practitioner carried out a language group with three toddlers using Alan the Alien puppet. The concept of this activity is to use the puppet and a small basket, and take out various objects, prompting the children to tell the practitioner what the object is, [practicing using single words to identify them](#).

We had three objects in the basket including train, pear, and a fish. The practitioner used lots of facial expressions and acted as though speaking to Alan from time to time, while asking the children questions about the objects and using hand gestures to [support them to identify objects](#) using single words and [to make links to support their understanding](#).

The toddlers seemed to really enjoy the session, often [engaging in social interaction](#) with Alan, [making eye contact, smiling, and touching](#) the puppet, and taking the objects from its mouth.

At one point, one of the toddlers began to move their arms in vertical circular motions, round and round as the practitioner pointed out the wheels on the small train. Another, put the fish in his mouth as the practitioner

asked: “Do we eat it?”, while using the Makaton sign for ‘eat’.

eat / food



Physical Development: Moving and Handling

Tiny Mites

The children had the pleasure of meeting our new tiny mite's teacher called Caroline. The children sat and listened to her very well and showed fascination as Caroline sang a variety of songs including the opening tiny mite's song, the bubble popping song, three buzzing bees, twinkle, twinkle and many more. They observed the tutor as she sang along with actions, towards the end phoebe got up to pop the bubbles whilst the others just reached out from where they were sitting.



End of year Party

Wed 22nd December (3 pm to 5 pm)
The nursery closes at 5 pm

Last day of term

Thursday 23rd December- nursery closes at 4 pm

Nursery Reopens

Wed 5th January 2022

Parent Notices

- ✓ Please remember to wash your child's hands upon arrival and drop off at the room door
- ✓ Breakfast Starts from 8.05 until 8.50 am. If you wish for your child to have breakfast, please arrive before 8.45 am. 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 9.30 am to avoid disruption to the routine.
- ✓ Please call the office by 9.15 to inform us of any absences or late arrivals.
- ✓ **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 everyone of events and updates. If you have not been receiving any emails, then please get in touch. Email: office@rooftop-nursery.com

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>