

October 2024 Newsletter

Roof Top Nursery



Roof Top Nursery celebrated its 19th Anniversary with a fun-packed week of activities, and special a guest. The children had the opportunity to engage in various activities. There were all sorts of fun things from a bouncy castle, face painting, decorating face masks, making personalised keyrings, and amazing personalised stones.



We managed to raise a whopping **£1,542.99**, which will be used to buy additional resources for the children in each room and outdoor areas.

Thank you to all the to all the parents for contributing and staff members for preparing all the resources for the activities, we couldn't have done it without you all!

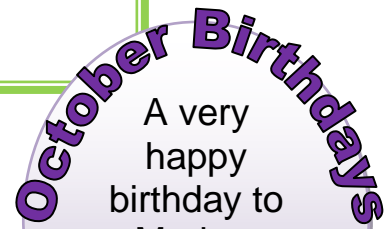
A big thank you to Lia's mum Mei-Ling played the flute for our talent show during fun week, she played several well-known songs such as Baby Shark, Twinkle Twinkle and Old MacDonald Farm to the children as well as a few Korean songs, all the children watched and clapped along to some songs. You were amazing all the staff and the children really enjoyed the show.



Congratulations to all our winners who took part in our competitions, guess the Gram of Skittles won by Nell's parents, guess the Candles won by Ishaan's parents, guess staff member Shamima won the sweets and Guessing our lovely teddy bears' name which was Sid and won by Leif.



A big congratulations to Eli and Teddy's parents on the birth of their baby boys, we hope you are all doing well and look forward to meeting the new addition to your families.



A very happy birthday to Marley, Sylvie, Eli, and Juliet





A little bit of Rooftop history

Roof Top Nursery was founded 23 years ago by Hafiza Bhaiyat, who at the time was a young mother looking for childcare in Hackney that she felt was best for her child, after visiting many nurseries and not being able to find what really took off her feet? she was inspired to open up her own nursery and accomplish a nursery from a mother point of view. Her vision was to provide childcare to the children in Hackney and like most parents, she yearned for a fun, safe, clean environment that provided individual care for their child and saw each child as a unique individual.



After five long years of searching for a suitable location, sourcing an architect, and contractors, obtaining planning permission, and demolishing the old school keeper's house at Benthall Primary School, a purpose-made building was built for children to develop in all areas of learning. With no previous experience in business or childcare, Hafiza gained her qualifications and expertise by looking after children in other settings whilst the project blossomed into something very beautiful over 4 years before she could get the doors open for families. The business has since grown into a successful and viable nursery.

But Roof Top Nursery is not just a Daycare nursery it is a space where the owner creates love and passion within her team and inspires vision amongst the team. The children are loved and cared for, and the team and children are given a secure space to make them feel at home. As we see the children develop into confident individuals watching them walk down the street after school as proud individuals give the owner and workforce strength to continue the passion. 23 years on, this story still continues to blossom and grow, and we wish many, many happy enjoyable years for Roof Top Nursery.

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

A few of our parents' reviews over the past year

It is difficult to put into words what Rooftop has meant to us, but it has always felt like we were leaving our children with extended family. Rooftop continues to provide a safe, joyful, structured, stimulating, fun, nurturing and spotless environment for little people to grow, learn and develop in. The staff are absolutely wonderful and we are just so grateful both our children had the opportunity to experience it. (February 2024)

My son attended Rooftop and loved it there. The best nursery in Hackney 🌟 (August 2024)

My daughter attends Roof Top Nursery and loves it! The practitioners are excellent and such lovely people. They always do a range of activities, have nutritious meals, and have good outdoor space on the ground floor and on the roof play area. My daughter loves going to this nursery and is always so happy there. Would highly recommend. (Oct 2023)

Parent Notices

- Please call the office by 9.30 am to inform us of any absences or late arrivals.
- No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- Please return nursery spare clothes as soon as possible. Parents are welcome to donate clothes to the nursery such as socks, hats, and T-shirts etc.
- Please support us by folding your buggies and storing them in an orderly fashion ensuring that you do not obstruct the pathways.
- Please ensure your child does not bring toys to the nursery, we will not be responsible for any toys that are lost.
- Please ensure your child does not bring any coins/money into the nursery in their pockets.
- Please provide extra clothes and **nappies, wipes** for your child's sessions throughout the week
- Please ensure you apply sun cream to your child before coming to the nursery during the warm weather.
- **Please ensure you collect your child on time, by 5.55pm latest to avoid our late payment fine.**
- **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
- **Tapestry:** If you need support accessing Tapestry, please contact admin at; office@rooftop-nursery.com

All parents should have access to Tapestry to check your child's observations. If you have trouble logging in or do not have an account, please inform the office.

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>

Our Fun Week

Star, Rainbow and Sunshine Room children took part in an exciting variety of physical games during our fun weeks. These activities were not only fun for them but also helped enhance their physical, cognitive and



Bouncy castle

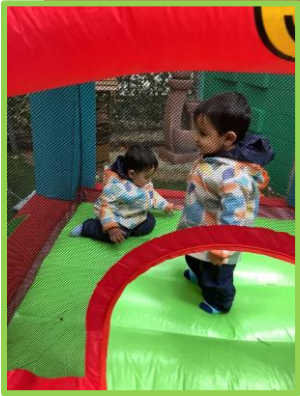
We had our bouncy castle set out in the garden for the children to take part and express their joy. They each had 2-3 minutes in the bouncy castle as they jumped in excitement and happiness. This physical activity promoted the children balance, coordination and core strength as they jump, fall and bounce.



Knock the tins

We had colourful tins setup on the table with bean bags for the children to take a chance to knock all or most of the tins down. They were shown where to throw the bean bags from, had 3 chances and won a prize from the prize jar. This activity supported their hand eye coordination, precision and fine motor skill as they learn to aim and control their movements.

Our Physical activities throughout the 2 weeks



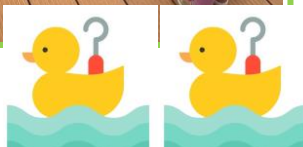
Hook a Duck

We had a tuff tray with water and many ducks. The children were shown how to use the rod to hook the ducks and bring them to the bowls. The children used their initiative and precision to get the ducks on the hook and transport them safely, so they don't fall. This activity supported their grasping abilities and improving dexterity.



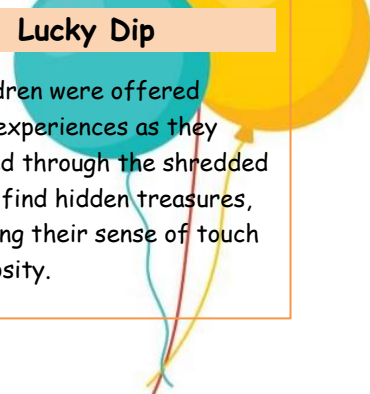
Beanbag in the Bucket

The children took part in throwing a beanbag in a big bucket. The activity supported their hand eye coordination as they aimed and released the beanbag. It enhances their focus, concentration and problem-solving abilities, working out how to get the beanbag in the bucket properly.



Lucky Dip

The children were offered sensory experiences as they rummaged through the shredded paper to find hidden treasures, stimulating their sense of touch and curiosity.



PD- Making Clay Handprints



UWT- People and communities -Photo frames



PD- Moving and Handling – Making keyring and Bracelets





CELEBRATE!



Decorating pebble stones



The children were able to unleash their creativity by decorating smooth stones with paints, markers, or stickers creating their own mini works of art!



Henna tattoos



Hair Braiding



The children added a creative twist to their hairstyle with hair braiding choosing colourful threads or beads for a unique, fun look.



Sensory shakers



Filling small containers with different materials like rice, beans, pasta or beads to make fun, noise-making instruments.



Sock Puppets



The children let their creativity shine by making their own sock puppets! Using colourful socks, buttons, yarn, and fabric to create funny or unique characters for puppet shows.





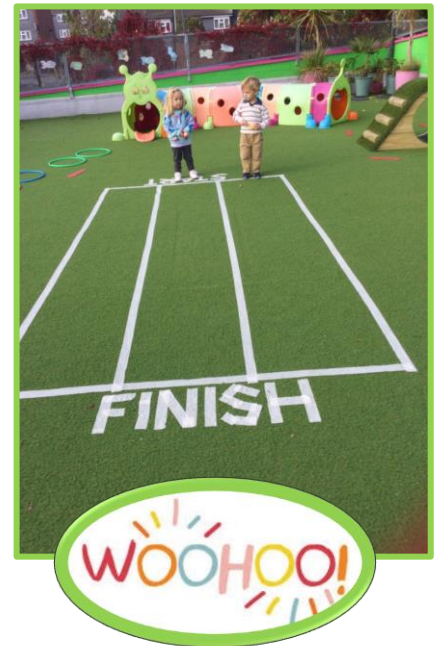
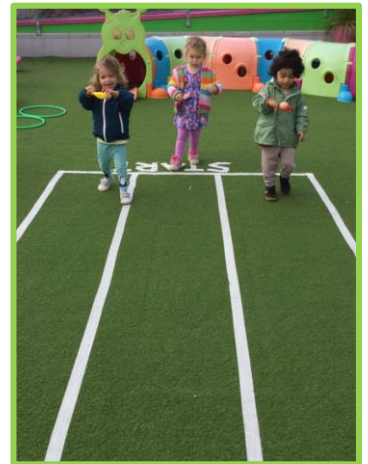
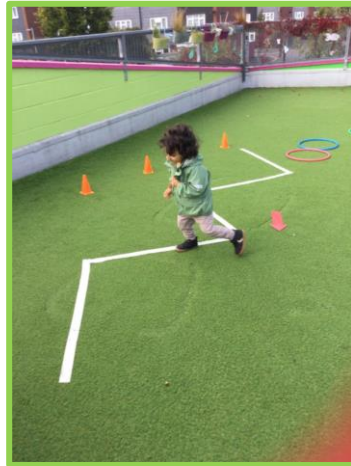
We enjoyed games, crafts, dancing and snacks. The children took pictures with Mickey Mouse and showed so much excitement!



Animal Masks



Obstacle course



Thank you to Lia's mum, Julia who played the flute so beautifully and even took song requests request from the children!

Talent Show



Handprint poems



Lava Lamps



Star Room

Autumn continued

Autumn scavenger hunt

Literacy – Reading

Star room children took part in an Autumn scavenger hunt in the garden area using a tick list that the practitioner created. The sheet contained different autumn resources and objects related



to autumn for the children to find. It consisted of images such as leaves, winged seeds, pinecones, conkers, bird nests,

mushrooms, twigs, berries, acorns and some Autumn animals. The children were given the opportunity to work in pairs and showcase their team-building skills, one child held the tick list and the other held a basket and went around the garden area to find the items from their list. As Mia and her peers approached the grass area, Mia shouted out that she saw a slug. The children gathered around the slug and observed it. Siena looked at the tick list and said the slug wasn't on the tick list,

recognising familiar words and signs. Vanessa looked around and collected leaves and Marley counted the leaves as she put them in the basket.

The children talked about the different colours of the leaves and talked about how they change colour and fall from the tree. Teddy exclaimed "Look I found the pinecone" and then double-checked his list. The children were able to notice detailed features of objects in their environment and talked about some of the things they observed.

Leif helped Mia find the items on the list. Mia was pointing to the pinecone as Leif placed it inside his basket. Leif pointed at the tree and said, "Berries" as he also pointed at the berries on his sheet. This was a great activity for the children to observe their surroundings, understand the changes of season, work together as a team and learn new words relating to Autumn.



Heuristic play

Expressive arts and design – Being imaginative and creative

Star Room children participated in Heuristic play.

What is heuristic play?

Heuristic play is an early learning technique aimed at promoting children's natural sense of curiosity.

The primary idea of heuristic play is that there is no 'set' way to play with everyday objects in the same way there is a suggested use for toys. In heuristic play, it is up to the children to interact with the items however they want to.

Elizabeth Jarman, who trains nurseries and schools in developing good learning environments, is an advocate of heuristic play. She believes:

"The more toys do, the less the child does. The more the child does, and plays and engages, the more their brain develops and the more potential they will have as they grow up."

The practitioner set up real-life objects and natural resources for the children to explore such as cardboard rollers, zips, hooks, buckles, belts, lids and many more. Eli, Leo, Lia, Siena and Brinelle were singing and making noises with the rollers. Some children were pretending it was a telescope and were looking through the rollers. Eli used the plastic rings and looked through them. The children [used available resources to create props or imaginary ones to support play](#). Whilst Marley and Teddy were holding the dolls they explored metal semicircle rings and put them on their dollies' arms. The children role-played, pretending that the babies were speaking to one another.

Siena, Maya, Zephaniah, Lia and Vanessa showed interest in the zips; they were using their gross motor skills to pull the zip up and down strengthening their arm muscles. The children enjoyed playing and exploring different natural materials and objects and were curious about what certain things were used for. However, the practitioner does not intervene during heuristic play or explain how an item is 'used' instead encourages the child to use their own curiosity and creativity to explore and engage with the everyday items however they want to. In this way, Heuristic play:

- Encourages children's creativity
- Helps to develop gross motor skills
- Aids cognitive development
- Promotes critical thinking
- Helps to build confidence
- Encourages independence



Harvest

The children took part in learning about Harvest. It's a theme that helps children learn about where their food comes from and why the harvest season is so special. Some of the activities that the children have been engaged in were painting a tractor and talking about farmers and farm animals. We made scarecrows and farm animals, which helps them understand how scarecrows protect the crops on a farm. We made bread and explored autumn vegetables, learning about different foods that come from the harvest. These activities not only keep children's hands busy but also help them appreciate the hard work of farmers and develop their understanding of the word.



Making a Tractor

Expressive arts and design: Creating with materials



The practitioner showed the children a book about a tractor and the children pointed out its colour "It's red". The practitioner also showed the children some images inside the books and Marley was fascinated by the farm animals as she pointed at the cow. The practitioner explained to the children what tractors do and what they look like, [talking about why things happen and how things work](#). East pointed and said, "Wheels". The practitioner asked the children if the wheels were big or small and Mia replied, "It's big wheels and small wheels".

After looking through the book they proceeded to paint a tractor. The practitioner first asked the children what colour they would like to paint their

tractors, and most children answered red. They gathered around the table, with aprons and took a paintbrush each. They helped get the paint ready as the practitioner poured the red powder and some water onto a palette and the children mixed it with the paintbrush to make the paint. On the table, a large white piece of paper was placed for the children to paint. Siena painted circles saying she was painting the wheels. The children then filled up the whole sheet until there were no white bits left. Once it was dried, the practitioner used it to draw out a tractor and display it.



Understanding the world: The world - Making a Scarecrow

The children made scarecrows using various resources. The children who showed interest were Leif, Juwairiya, Romy, Siena, Maya and Lia. The practitioner showed the children an image of a scarecrow to familiarise them with what a scarecrow is and how it looks which encouraged discussion to explain the purpose of scarecrows. Leif was able to answer when the practitioner asked, 'What are scarecrows for?' he replied, "To scare crows away", [talking about why things happen and how things work](#).

Each child was given a paper plate and a glue stick to spread the glue around their paper plates

and then stuck some resources to create their scarecrow face. The children were provided with some hay, shredded paper, googly eyes and some flower crafts. They were quite skilled at placing the features in the correct positions saying they wanted to make a girl or a boy scarecrow. Leif used the hay as a beard and said, "my scarecrow has long hair and beard just like my daddy". At the end of the activity, the children had the opportunity to dance to a scarecrow-themed song in the room, with the practitioner leading the actions.



Harvest continued

Making bread

Understanding the world

The children took part in making bread, this allowed children to learn about the harvest season and where their food comes from. For example, they can grow wheat, grind it into flour, and then bake bread from it. This activity involved Marley, Romy, Eli, Vanessa, Nell, Leif, Oneida and Teddy. First, the practitioner placed the ingredients in the middle of the table and introduced them one by one flour, yeast, eggs and water.

The practitioners opened a discussion about what types of bread the children like. Charnelle said that she likes spiced bun and hard dough bread. Marley asked the practitioner, 'What is hard dough bread?' The practitioner responded, 'It's a Jamaican bread, that you can eat by itself, with fried chicken or you can have it in cornmeal porridge'. Peri likes sour dough bread which prompted Teddy to say, "My mummy eats



sourdough bread', showing he is listening to familiar conversations/ experiences with increasing attention and recall.

The children were asked some questions to support their language and communication skills and develop their confidence. For example, the practitioner showed the children an egg and asked, 'Where do eggs come from?' Leif replied, "from chickens". The practitioner then asked, 'What can we use eggs for?' and some of the responses were 'cake', 'scrambled egg' and 'food', showing an understanding of the use of objects.



She then talked about the size and shape and Oneida then started showing interest and joined her peers at the table.

The practitioner spoke to the children about where flour comes from and that it is the main ingredient to use when making bread. The practitioner cracked the egg in half and showed the children when pouring the egg into the bowl.

As the children added the ingredients, they were supported in using vocabulary for measurements such as, 'half a cup', a quarter of a cup' and a 'teaspoon' and were physically shown what 'half a cup' or 'quarter of a cup' looks like to support their understanding of measuring skills and explore differences in size, length, weight and capacity.

The practitioner also encouraged the children to mould their bread into whatever shape they liked and placed it on the baking tray to bake in the oven. The practitioner asked, 'Why should we use baking paper on the tray?', Vanessa responded, 'So it doesn't stick' showing an understanding of why things happen and give an explanation.



Vegetable play

Communication and Language-Understanding



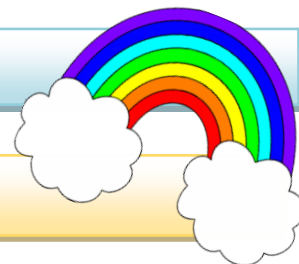
Star Room took part in a food exploration activity. This allowed the children to use their senses to smell the vegetables and express what they smell like to encourage the children to use words to describe what they can see and how it feels. The children explored a cucumber, tomato, onion and a carrot..

The practitioner held up a tomato and asked the children, "Where does a tomato come from?", Eli and Marley responded, "The ground". They were telling the practitioner that they like the taste of tomato and they have it at home. The children were asked why it is good to eat vegetables and Vanessa said, 'Because it can make you strong', beginning to understand why and how questions. While talking about vegetables the children were talking amongst

themselves about those who have different allergies, which shows they are making links to related topics. Leo and Vanessa touched the tomato and said it was soft.

Before cutting the vegetables, the practitioner reminded the children about knife safety and then the children cut the vegetables into small pieces. They used their dominant hand and showed confidence in using a knife, [understanding the use of objects](#). They asked the practitioner, “What are we making?” And the practitioner said a vegetable salad. As the onion was passed around, they began to make facial expressions indicating that they didn’t like the smell of it. Lia said, ‘I eat salad at lunchtime, [listening to others in one-to-one or small groups when conversation interests her](#). Overall the children were able to use their senses as they described what they could see, smell and what the vegetables tasted like.

Rainbow Room



Autumn

The children engaged in a variety of exciting activities centered around the autumn theme. They participated in printing autumn leaves, creating hedgehogs, taking part in a scavenger hunt, and exploring many more seasonal activities. Through these experiences, the children learned about the changing seasons and autumn animals and developed their fine motor skills and creativity. They enhanced their sharing skills and bonded while imitating each other’s ideas, creating a supportive learning environment. Additionally, we continued our bonus classes, focusing on yoga, where the children practiced different poses and breathing exercises to promote physical fitness and flexibility but also helped the children develop mindfulness and relaxation techniques.



Autumn Leaves Collage

Mathematics- Measures / Understanding the world: The world

The children took part in an autumn collage activity featuring different shapes and colours of leaves. Amaru, Sophia, Elyas, and Nell all gathered around the table to create their collages. Sophia used her dominant hand to dip the glue stick into the glue and swirled it around the paper. She then used her pincer grip to carefully pick up a small leaf and stick it onto the paper, followed by a large leaf. She repeated this process several times. Once she finished, she then passed the glue tray to Nell, who had been waiting patiently for her turn.



The practitioner intentionally provided one glue stick between two children to help them learn patience and sharing. While waiting, the children observed each other’s actions, [beginning to understand some talk about immediate past and future](#) as they reflected on what they had just done and what they would do next. They also [began to understand the effect their behaviour can have on the environment](#), as they used natural materials like leaves for their collages.



Elyas applied glue to his paper and firmly pressed the leaves down using both hands, ensuring they stuck well. Amaru used her right hand in a palmer grip to dip the glue, applying it vertically before picking up small brown leaves and sticking them onto her paper. The children created beautiful autumn collages while learning valuable skills such as patience, sharing, fine motor coordination, and social interaction through engaging with their peers.

Making Owls

**Communication and Language: Listening and attention/
Expressive arts and design: Being imaginative and expressive**

The children made an owl using leaves, glue, glue spreaders, and cut-outs of eyes and beaks. Paloma, Amaru, Galad, and Iris participated in this activity. Iris approached the table and asked the practitioner, "What are you doing?" She then picked up the glue spreader with her right hand, dipped it into the glue, and started spreading it around the leaf. During this time, the children **listened to each other in one-to-one or small group conversations that interested them**, engaging in meaningful exchanges about their creations.

Galad enjoyed this messy activity and used the glue spreader to apply glue on his leaf. He then showed the practitioner and said, "Look!" Afterward, he picked up a cut-out piece of a beak and placed it onto his leaf. Paloma decorated two owls, spending 10 minutes at the activity table sticking and gluing. When she finished, she picked up one of her owls and said, "Owl!" Katana

then started making an owl sound, "Oooo." Throughout this activity, the children gained important developmental skills, such as fine motor coordination and creativity. They **noticed what other children and adults did, mirroring their actions, adding variations, and then doing it spontaneously**. The activity also supported language development, with the children practicing communication and learning new words, like "owl."



Painting with Conkers

Physical Development: Moving and handling / Personal, Social and Emotional Development: Sense of self

Rainbow and Sunshine room children were combined, and the children participated in a texture exploration activity using different techniques. From Rainbow Room, Zenaiya, Lillian, Galad, and Katana joined, while Mae and Tai participated from Sunshine Room.

Katana observed her peers as they engaged in the activity. The practitioner set up the activity with red and green paint, large sheets of plain paper, and some conkers. The children were asked to put on aprons, and they understood the instructions well, though Sunshine Room children needed a bit of help. The practitioner demonstrated the steps first to guide them.

The children **held mark-making tools with their thumbs and all fingers** as they participated in the activity. Tai used his dominant hand to pick up a Conker, dipped it in the red paint, and made marks on the white paper. Mae used her fine motor skills to dip her Conker in the green paint and roll it across the large piece of paper. Zenaiya watched closely before trying the process herself, also using her fine motor skills. Their hands got messy as they enjoyed feeling the texture of the paint. Lillian used her right hand first, then switched to her left, dipping the Conker in both colours to make marks on the paper. Galad chose not to use a Conker and instead picked up a paintbrush to make his marks.



To finish the activity, the practitioner put all the conkers in a tray and shook it, with Lillian, Tai, and Mae helping to shake the tray. All the children enjoyed the activity, **enjoying a sense of belonging through being involved in daily tasks, and** using their senses to explore the texture of the conkers and paint.

Harvest and Autumn

Rainbow Room took part in Harvest and Autumn activities. The children have noticed changes in the weather and the environment. Some children have been coming in with leaves that they have collected in the parks so to further develop their understanding of the season, Rainbow Room children took part in making pumpkins from playdough, having food play with lemons, apples, pumpkins, and more. The children also took part in doing handprints on a big piece of paper to represent the leaves falling from trees relating it to Autumn.



Understanding The World- Handprint Trees



Rainbow room children made a handprint tree. We made red and orange paint to represent the autumn colours. The practitioner outlined a tree so the children could add their handprints. The children were asked “What’s this?” pointing to the tree. Jasper said, “It’s leaves”. Sophia said “It’s orange” pointing to the leaves. The practitioner said, “It’s a tree and we are going to make leaves on them”. Jasper and Sophia then held their hands out, the practitioner applied some paint, and they made lots of prints. Jasper said “I want to do more” and helped himself add more paint to his hands.

Galad and Ibraheem were confidently using their fine motor skills to add the paint to their hands and leave prints. Ibraheem then picked up the brush with his left hand and started tracing the leaves, [understanding the use of tools and resources](#).

The practitioner talked about some of the changes we can observe in Autumn like the leaves turning orange, yellow, and red, and leaves falling from the trees on the ground. Nell said, “I see leaves in the park”, [commenting about aspects of her familiar world such as the place where they live or the natural world](#). Sophia added, “I pick leaves too”. When they were asked about changes in the weather, Sophia said “It’s raining”. Nell added “It’s cold, I got my jacket”, [talking about why things happen and how things work](#). The children were able to identify the differences in the seasons as well as develop their knowledge of what happens to trees and leaves.



Expressive Art Design- Being imaginative and expressive – Lemon and apple Sensory play

Jasper, Sophia, Nell, Amaru, Paloma, Iris, and Galad enthusiastically participated in a harvest-themed sensory play activity centered around lemons and apples. This activity provided a rich sensory experience that enhanced their development in multiple areas, all while connecting to the seasonal theme of harvest. There were lemons, apples, pumpkins, and leaves. In line with our theme, we wanted the children to explore the harvest festival. They were asked what they could smell see, and feel when they touched the fruits and vegetables.



Amaru squeezed the lemon and said “Look water” calling the juice water as it dripped from her hands into the tray. Nell said, “I see apples in here”. She extended her sentence and said,

“There’s seed in here” as she picked up the small apple seed. Her peers looked at the seed interestingly. Sophia said “This is small pumpkin” as she held it in the middle of her palm.

The children learned that ‘harvest’ means when a crop has grown and is ready to eat, and the farmer collects it from the fields. Paloma enjoyed rubbing the lemons on the pumpkins and the leaves. Jasper was interested in licking the lemon and as he had a little taste he said “sour” and licked his lips. Nell brought the apple close to her nose and said, “It smells sweet and like lemon”, [beginning to use more complex sentences to link thoughts](#). They felt the smooth skin of the apples and the bumpy texture of the lemons, and squished slices, and explored the juicy insides. Throughout the sensory play, the children [were encouraged to describe their experiences with the fruits, which helped expand their vocabulary](#). Words like "juicy," "sour," "smooth," and "crunchy" were introduced, with the children [repeating and using them in conversation](#). The activity supported the children in learning about the journey from the farm to the table as it deepened their appreciation for food and also encouraged healthy eating habits.



Black History month

Rainbow Room took part in celebrating Black History Month. This is a great opportunity to start understanding important values like equality, respect, kindness, and celebrating diversity. Introducing the children to Black history helps foster a sense of inclusion and pride in all backgrounds. They took part in activities like making traffic lights, reading the infamous ‘Handa’s Surprise’ book, making skin tone handprints and many other activities.

Expressive Art and Design- Creating With Materials -Traffic lights



Jasper, Sophia, Ibraheem, Tai, and Alfie took part in a creative activity where they made traffic lights using black paint and glitter as part of the Black History Month theme as we learned about Garrett Morgan, the African American inventor of the modern traffic light, and provided a meaningful way for the children to learn about history while engaging in artistic expression.



The practitioner set up this activity with white card paper, black paint, brushes, red and teen glitter, and yellow tissue paper. The practitioner explained that red is for stop, yellow is for ready, and green is for go.

The process of making the traffic lights engaged the [fine motor skills](#), as the children painted, applied glue, and sprinkled glitter onto their creations. Each child painted the base of their traffic light black, carefully using their brushes to cover the surface. Ibraheem and Alfie focused intently on spreading the paint evenly, [improving their hand-eye coordination and control](#). The next step involved adding

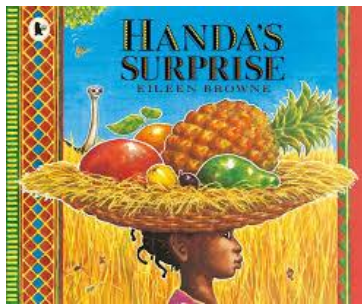
red, yellow, and green glitter to represent the lights, which required precision as they applied glue dots and gently sprinkled the glitter. This detailed work [strengthened their fine motor skills while allowing them to express their creativity.](#)

Sophia used her right hand to hold the brush dipping it in the paint and making marks on the paper. She said, “Look I’m painting “. She then took some yellow tissue paper and stuck it into the black paint. With the help of the practitioners, she then sprinkled some red and green glitter onto the paper. The practitioner said, “Look traffic lights”. Sophia then repeated after the practitioner “Traffic lights”. Jasper used his left hand to hold the brush and painted the paper making circle marks. He took some tissue paper and stuck it on independently and then poured the red and green glitter onto the paper.



Literacy – Reading- Handa’s Surprise

In line with our theme, Rainbow Room children took part in reading the ‘Handa’s Surprise’ book



whilst having real fruits in a basket in front of them to observe, feel, smell, and explore in various ways. Reading Handa’s Surprise with children and incorporating real fruits is an engaging and effective activity that supports a wide range of developmental skills. Handa’s Surprise, written by Eileen

Browne, is a beautifully illustrated story about a girl named Handa who carries a basket of fruits to her friend, encountering various animals along the way. Integrating real fruits into the reading experience deepened children's learning by adding a sensory dimension and making the story more relatable, [as well as beginning to be aware of the way stories are structured.](#) Katana saw the banana and said “Banana”. Jasper saw the pineapple and started to touch it. He said, “Oh spikey”. Ilyas didn’t like the feeling of the pineapple and preferred to touch the apple and bring it to his mouth. Ibraheem saw the mango and said, “It’s mango”. The children then had a go at drawing the fruits. Ilyas wanted to draw the banana but was struggling. The practitioner drew the banana for him, and he started to colour it in yellow using crayons. The children [demonstrated great listening](#) to the story as they looked [attentively and enjoyed the printed book.](#)



Sunshine Room

Autumn

In Sunshine room, the children enjoyed learning and taking part in different activities to support their understanding of Autumn. To support the children, the practitioner had put in place different setups to learn while exploring during free play such as exploring Autumn books, playing with leaves, exploring autumn animals and making delicious soup!



Autumn hand printing

Expressive arts and design - Creating with materials

As part of their weekly theme, Sunshine room children focused on Autumn through different activities that are related to the theme so they can explore in a fun way. The practitioner gathered the children at the table and supported them to put on their aprons, ready to explore.



Tai, Alfred, Salah, Sa'ad, Syra and Mae were excited to put their hands in the paint as they [enjoy the sensory experience of making marks in paint](#). The practitioner used objects of reference such as the leaves and the pumpkin on the table to support their understanding of the world as they were going to dip their hands into the paint and make a handprint using the autumn colours red and orange. Tai, Alfred, Salah and Sa'ad showed high interest in being the first ones

[willing to have a go](#) and created their handprint as they rubbed their hands and mixed the colours which we also linked to the leaves on the table. While supporting the children to spread the paint on their hands the practitioner used keywords such as "Autumn", "leaves", "red", "orange", "handprint" and "wow" to support the children's vocabulary while they were engrossed in the activity. Salah, Tai and Alfred were able to repeat the words "red", "orange" and "pumpkin", while Mae, Syra and Sa'ad were able to point to the colour showing the practitioner they were listening and showing an [understanding of simple sentences](#).



To further support the children's learning and understanding the practitioner read the story about "Spot and the Pumpkin" and they enjoyed listening to the story and were also pointing to the images and they wanted to feel the texture of the book. This activity was great for the children to explore the colours and learn new words.



Autumn Playdough

Physical development - Moving and Handling

The practitioner linked the playdough activity to the autumn theme by pouring lots of orange and yellow leaves into the messy tray and singing autumn related songs and all the babies joined in to have a look, pointing at the different colours and picking them up with their **palmer grasp** and letting them fall again. As the other practitioners set up the table with playdough ingredients, she explained they would make autumn playdough, Tai and Mae said “yay”, and then sat themselves at the table following the practitioner's lead. Syra, Zachariah, Sa’ad, Alfred and Salah also joined in. Tai was excited and eager to have a turn, so he went first, pouring the flour and used the wooden spoons to stir it up. Then they added oil, orange & red powder paint and the practitioner introduced the cinnamon powder which they were encouraged to smell first. At this point, Alfred joined in, and he was eager to smell the play dough holding it with both hands and attempting to say cinnamon. Syra and Tai also took a sniff and use their senses.



The practitioner added some water to the mixture and passed the bowl around for them to all stir and take turns. Tai said, “Alfie turn”, when he passed it over. We also pointed out the autumn book, leaves and pumpkin which we placed on the table as visuals to link with the autumn theme. Once the dough was ready, they were all given individual playdough to explore which was a little sticky, but they all had a go. Sa’ad enjoyed feeling the texture while the rest rubbed their hands together to remove the stickiness.



During the activity we spoke about the colours being used, linking it to the orange and red leaves, the children stuck some leaves in the dough too. Overall, it was a great activity for the children as they engaged in playdough making, used their senses, demonstrated turn taking and used their fine motor skills.

What’s in the bag with Autumn items

Communication and language - Listening and attention



Sunshine room children enjoyed taking part in a language session activity using autumn themed items. Alfie, Tai and Syra were excited to have a turn as they were the first to sit down. One by one the

children had a turn to remove one item from the bag and try to explain to their peers what they got using single words or



sounds. Tai pulled out a cinnamon and said “Tree”. The practitioner supported Tai by correcting him and said “Cinnamon”. Tai smelled the cinnamon and said “Wow, yummy”. Alfred, Syra, Noah and Mae also had a turn to smell the cinnamon. Alfred selected a fox and said “doggy”, to which the practitioner corrected him by saying “it’s a fox” and he smiled and repeated after the practitioner. Syra chose an owl and Tai quickly said, “It’s an owl”, the practitioner said, “That’s right Tai”. The practitioner supported Syra to repeat what the practitioner was saying. Noah pulled out an autumn story book but after looking at the pictures he lost interest.



The children demonstrated a developing [understanding of single words in context](#) during this activity. Mae took a leaf and waved it in the air and when the practitioner asked to repeat what she said, she said “Leaves”. Matteo showed little interest as he wanted to play with the sensory board instead. The children enjoyed taking part in the activity and were super engaged to learn about autumn items in a fun way.

Autumn/Harvest

Following on from the Autumn theme, as the babies explored the environment with the different coloured leaves and natural objects, we extended their learning by looking at some seasonal animals. The babies were showing interest in animal puppets such as an owl, squirrel, badger, mole, and hedgehog and we carried out some creative animal activities to extend their learning. As we also used pumpkins for the sensory set-up this linked in well with the harvest topic as we introduced harvest crops and other vegetables.



Handprint hedgehogs: **Physical Development/moving and handling**

To prepare for the activity the practitioner introduced hedgehogs by showing a visual of a soft toy and pictures of hedgehogs through books. While the practitioner showed the picture to them, Mae and Alfie pointed at the book showing interest, [pointing with the first finger, and sharing attention with the adult](#).



Tai and Alfred said “Hedgehog” [using single words](#). Mae participated in the activity and was the first to try as soon as she saw the paint she pointed at it with her right hand and said “Mae Mae” indicating she wanted a turn, after the

practitioner painted her hand, she immediately printed her hand onto the paper while saying “tap tap”, [enjoying the sensory experience of making marks in paste or paint](#).

Sa’ad enjoyed the activity as he stamped his hand to the paper without the paint and giggled and smiled with his peers. Salah enjoyed painting as soon as the paint on his



hands dried up, he extended his hand and dipped his palm to the paint and stamped it on his paper independently.

Tai took part and as he waited, he watched his peers and encouraged them by saying “Wow” as soon as he saw the practitioner going his way, he got excited and stated, “It’s Tai Tai turn”. Alfie first observed his peers doing the activity and then went to the practitioner, tapped her and asked, “My turn?” Tai sat on the chair, got his hand-painted and was able to stamp his hand around his paper. The practitioner continued to support their understanding by using the hedgehog reference which allowed them to make the link and connections to their painting, they repeated words such as *hedgehog*, *brown*, and *spiky* as they enjoyed hand-printing and painting.

Making paper plate fox: Expressive Art and Design/creating with materials



The practitioner prepared the activity with some paper plates, orange paint, and googly eyes. We also used a book and a soft toy fox as a visual reference. While reading the book to find a fox, Esme, Tai and Alfie pointed at the fox in the book and said “foxy”, Mae also imitated them and started to point and said “fox”. Syra, Mae, Esmé, Tai, Alfred, Zachariah, Sa’ad, Salah and Salma took part. They all took a paintbrush and painted their paper plates with the orange paint and showed that they were [noticing and becoming interested in the transformative effect of their action on materials and resources](#).



Esmé enjoyed participating in the activity, while she was waiting for the paint, she used both of her hands to crumple her paper together then when she received a paintbrush she held it with her [right hand with a palmer grip](#), dipped her brush in the cup and painted her plate with left and right strokes and used her fingertips to scatter her paint a bit more. With the help of the practitioner, she took the googly eyes with her [pincer grip](#) and lay it on to her paper.

Alfie participated in the activity and showed good attention skills; when he saw the book he pointed at the fox and said “foxy” and when he saw the stuffed toy fox, he stopped painting and gave his attention to the fox and gave it a wave and said, “hello foxy”. Tai imitated him and said hello to the fox as well.

The children were supported to add the googly eyes onto their plates and through this activity, they [explored and experimented with an increasing range of media and movement through multi-sensory exploration and expression](#)



Harvest

Sunshine Room children continued to participate in fun activities to explore the week's theme; we had a lovely harvest set-up in the home corner. The practitioner supported the children by providing them with cooking activities where they could explore and help prepare to make soup. The children used their fine motor skills to cut vegetables and taste them. The children also explored making scarecrows, harvesting collages, and painting corn and what’s in the bag, with the support of the practitioner.

Making Vegetable Soup: Physical Development/Moving and Handling



Sunshine Room babies participated in helping to cut the vegetables for their afternoon snack which was vegetable soup. The practitioner prepared their activity by setting up the vegetables needed which were carrots, a plastic knife, and a cutting board for them to use.

The babies watched the practitioner closely as she demonstrated how to cut the carrots. Alfie had a turn first while the practitioner was modelling the activity, he was pointing at the vegetables and saying “carrots” using **single words** and saying all the items that he has such as “board” and “knife” and even naming the coloured board that each baby had for example, “Mae green”.

Alfie used his right hand to hold on to his knife with a palmer grip and used his left hand to hold on to the carrot as he cut it. He tapped the knife on the carrot to cut it, **manipulating objects using his hands singly and together**, so the practitioner went beside him and guided him to cut the carrot by swaying it up and down. After cutting, he had a taste of the carrot.

Syra participated in the activity as well; she held the knife with her right hand **showing a preference for a dominant hand** and practised cutting on the board with no carrot doing up and down motions. Once she got the carrot, she attempted to cut it by doing what she practiced then she took the carrot stick and had a taste.

Mae enjoyed participating in the activity and was curious about it as she was listening and watching her peers and practitioner and was trying to get comfortable with holding the knife by switching it to each hand to see which one she was more comfortable with, showing great **gross motor skills**. The children enjoyed taking part in the amazing activity with the practitioner and also enjoyed eating the soup for their afternoon snacks.



Making a scarecrow: Understanding The World

Sunshine room children participated in making scarecrows as a follow-up activity from making their harvest collage.



On the table, the practitioner placed pumpkins, paper plates, shredded hay, glue, glue sticks, and an image of a scarecrow as objects of reference and to support the children with their understanding of the world.



Salma enjoyed taking part in the activity, as she approached the table and was curious about the resources laid out, she went for the basket with shredded hay, and she immediately reached in with both of her hands to feel the texture as she **enjoyed the sensory experience**. Salma reached in for the glue sticks with her right hand and spread it out on her plate then took a handful

of hay with her left hand to put on her plate, showing that she can use her **hands to operate independently during a task that used both, with each hand doing something different at the same time, and repeated: "Tap tap" using single words.**

Zachariah explored curiously with the hay with both hands spreading it around, and rubbing it between his hands, after playing with the hay for a while Zachariah took the glue sticks and spread it around with the help of the practitioner then he used both of his hands to take some hay to put on his plates. The practitioner supported Zachariah by showing him visual images of scarecrows and allowing him to compare the image to the one he was making. The practitioner explained to the children why people use scarecrows on their lands, that is to scare the birds so that they don't eat the lovely plants and vegetables that they grow. Overall this arts and crafts activity was an engaging hands-on activity that supported their sensory experience, language development, and gross motor skills.



Bonus classes

Yoga

Yoga has been shown to **enhance focus, concentration, comprehension and memory.** The poses help to improve physical fitness by improving posture, balance, coordination, and body awareness. Yoga can also help to create an atmosphere of confidence, enthusiasm and non-competitiveness where everyone can succeed



Star and Rainbow Room children took part in Yoga. We had a new Yoga instructor come in and run the session called Keisha. She laid down her different coloured mats for the children to do yoga poses. She also had another mat with a variety of teddy bears. The instructor asked the children to introduce themselves. Star room children showed confidence in saying their names while some Rainbow Room were a little shy. She started to demonstrate the different poses for the children such as putting their hands up to reach for the moon and laying on the ground whilst putting their bodies in a small ball.

She also took out different coloured blocks for the children to stand on and have a go at balancing on them, **maintaining balance using hands and body to stabilise**. The children required support with this a couple of times but gradually they got confident.



The instructor had different coloured scarves and showed them how to wave them over their heads while stretching from one side to the other. Jasper, Sophia and Iris stood on the block on one leg, put his other leg onto his knee and did some balancing. They then took a scarf and started to wave it around in round circular movements. The activity was essential **for developing gross motor skills, balance, coordination, and concentration**. The children started to learn about using their breath to help them relax. They understood that when they reach their arms up over their heads, they can feel a stretch.



7 Benefits of Yoga for Young Kids

- Yoga helps children manage their anxiety. ...
- Yoga improves children's emotional regulation. ...
- Yoga boosts children's self-esteem. ...
- Yoga increases children's body awareness and mindfulness. ...
- Yoga enhances children's concentration and memory.
- Yoga develops children's strength and flexibility.





Instagram

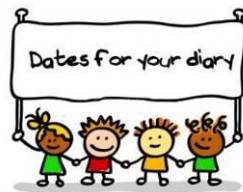
Did you know we're on Instagram

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roof.topnursery

Look out for updates and see some of the amazing pictures.

Look out for all updates.



Parents Afternoon

Thursday 5th & Friday 6th December
(9am to 11 am, 2pm to 2:30 pm & 5:00-5:30 pm)

27-month review

Thursday 24th October
Wednesday 6th November
Thursday 14th November

End of Year Party

Thursday 19th December (3pm to 5pm)

Winter Holiday

Last day Friday 20th Dec Nursery closes at 4 pm
– Re-open Fri 3rd Jan 2025

Wed 25th Dec – Public Holiday
Thurs 26th Dec - Public Holiday
Wed 1st Jan – Public holiday
Thursday 2nd Jan – Inset day

Review us

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

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

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

Comments/ Suggestions

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

Name (optional): _____ Date: _____