

October Birthdays

A very happy birthday to Marley, Juno, De'Andre, Arfa, Juliet, Skyla & Bradley



Roof Top Nursery celebrated its 16th Anniversary by having two weeks of fun-packed activities. The children had the opportunity to engage in various activities each day during free play. There were all sorts of fun things from a bouncy castle,

decorating face masks, creating bookmarks, making personalized keyrings and even selling some yummy treats. We hope everyone enjoyed participating in this event.

We managed to raise a whopping **£1128.00** between both sites, which will be used to buy additional resources for the children in each room.



Thank you to all the staff members that went out of their way to bake the delicious cakes and dishes and for preparing all the resources for the activities, we couldn't have done it without you all! We would also like to announce our Raffle prize winner this year at Ottaway:



Congratulations to our raffle prize winner, **Luna's** parents, Eleanor and Benjamin, well done and we hope you liked



all the goodies in your hamper! Another congratulations to Antoinette our Admin Coordinator for winning the raffle staff hamper!



Congratulations to Ciana on the birth of her baby boy and Egzona on her baby boy!



celebrate!



A little bit of Rooftop history

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



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

But Roof Top Nursery is not just a Daycare nursery it is a space where the owner creates love and passion within her team and inspires vision amongst the team. The children are loved and cared for, the team and children are given a secure space to make them feel at home. As we see the children develop into confident individuals watching them walk down the street after school as proud individuals gives the owner and workforce strength to continue the passion. 20 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 are taken every day come together to pave the path to lifelong skills!

A few of our parents' reviews over the past year

A fabulous nursery! Such a caring team, providing a beautiful space and so much imaginative play. We have been so happy with the care our eldest child had that we have chosen to send our youngest here too. The extra activities are fantastic with French, music, football, forest school and yoga too! Such a special place for children and the social activities including female and male carer's days are wonderful. – **A W (2021)**

We can't recommend Rooftop highly enough. Our son attended from 18 months old and really thrived there. He loved going to nursery. The staff are excellent and make such a huge effort both with parents but also in supporting your child's development. Activities were always varied and interesting; from heuristic play to French lessons and food was always healthy and nutritious. We had to change nurseries as we moved to a different part of London and commuting wasn't possible. We loved Rooftop will miss everyone there. – **K Pieterse White (2021)**

Our son started here at 11 months old and loved it. The staff are incredible. The variety of activities are both creative and progressive in supporting development. Parents are encouraged to be involved. We had to leave due to relocation and we really miss the place. If you are considering this nursery, it is a must! – **Rebecca Watts (2021)**



Star Room



Healthy eating

Important School Information:

The admissions process for children aged 3 and 4 (born between 1 September 2017 and 31 August 2018) opened on 1 September 2021 who will start reception class at primary school in September 2022.

All parents should apply online before midnight on Saturday 15 January 2022, even if your child is already in the nursery class.

Useful link: [education.hackney.gov.uk](https://www.education.hackney.gov.uk)

Reminders

Football: Tuesdays, fortnightly

French: Wednesdays, fortnightly

Book Bags: Changed weekly every Tuesdays or Thursdays

It's the time of the year, where we get to celebrate not just one by many cultural festivals to broaden our mind and enhance our knowledge about the world around us. I can't believe we have come to end of October, but we really enjoyed these busy days having fun, learning new skills and thriving across the seven areas of the EYFS.

Physical Development: Health and Self-Care:

As many of you know getting children to **try new ingredients and textures** can be challenging and requires time and patience. In Star room, we have been busy supporting children **to develop their tastes buds** and develop their **likes and dislikes in food**. We started off by transforming our home corner into a very homely kitchen where the children could **explore their creative skills**. We provided real vegetables and fruits, tin food, aprons, chopping boards, and child friendly knives (plastic). The children used their senses and **their imagination skills** to make their very own soups, salads, and pizzas with the ingredients.

Star room made their own pizzas using puff pastry, sweetcorn, peppers, tomato puree, and cheese. We encouraged them to spread the tomato puree independently using metal knives, showing they were able to **understand that equipment and tools have to be used safely**. The children were given the



choice of which toppings they wanted to add on their pizza bases.

Another exciting activity we carried out was citrus sensory play; we put an orange and lemon in water play. Through doing this activity we observed the children **maintaining their attention, concentration and sat quietly during appropriate activities**. Most children enjoyed squeezing the lemon and orange which was a great way of **strengthening their fine motor skills**. De'Andre found some seeds and started collecting them by putting them in a small pot. He was able to **represent numbers using objects** and **identified how many objects (seed) are in the set** when questioned. Juno collected the lemon slices and when she tasted a slice of lemon, she said "it's sour." Skyla and Karaeah squeezed the orange and lemon and said they're making orange juice as they **constructed with a purpose in mind, using a variety of resources**.

Creating with materials:

We have recently observed our children showing fascination with playdough therefore, we found a great way to use their interest and make our own fruits and vegetables using salt dough. We started off by **measuring** the flour and adding a pinch of salt, the children each took turns to mix the ingredients together. We then added some water and a small amount of oil and the children kneaded the dough using both hands. All the children confidently **manipulated the dough by patting, squeezing, and rolling** their choice of vegetables and fruits. Here are some comments they made during this activity. Eiliyah said, "I'm making an orange and it's round like this" pointing to a real orange on the table, Karaeah said "I'm making sweetcorn," Arfa made an aubergine and



some beans.

Personal, social and emotional development: Sense of Self

We further focused on tapping into their independent skills, allowing children to take on much more responsibilities during mealtimes, preparing their own snacks, serving their own meals and learning about portion sizes, and becoming more confident to pour their own **milk or water without any spillages**. All the children showed a **can-do attitude** and enjoyed **taking responsibilities of carrying out small tasks** and seeking rewards.



Fun week: Happy 16th Anniversary

Understanding the World: People and communities / Celebrating our 16th Anniversary

Woohoo! To celebrate this wonderful achievement the children had not just one but two weeks of amazing activities to enjoy with their peers such as planting, hook a duck, bouncy castle, face painting, decorating poem cards, making keyrings, photo frames, bookmarks, and face masks and playing knock the tins. The children were very fascinated by the activities that were set out.

We started off our week by making our own keyrings using colourful beads. During this activity the children were **demonstrating friendly behaviour, initiating conversation and forming relationships** with their peers and adults as they were sharing their ideas and engaged in conversation about who they were making the key ring for.



Some children were able to recognise the letters to their names as they carefully threaded the beads through the string. Here are some comments the children made during this session. Alba said "I'm going to make it using yellow beads because I love yellow" following on from that Yve said, "I'm going to use the red". The children then had the opportunity to go on the bouncy castle two at a time with their friends. The children were very excited about the bouncy castle and showed a lot of interest as they take risks and test their jumping skills.

Moving forward our second most successful activity was face painting. We had many Spidermen, princess, and butterflies in our room flapping their wings and flying from one area to another, we also had our roaring tigers jumping and showing us their running speed outdoors.

Another activity that Star room showed a lot of interest in during the fundraiser was our dressing up party! The children made a great effort to come in dressed in their favourite characters along with the staff members. We had some yummy party snacks and **enjoyed joining in with dancing and ring games and beginning to move rhythmically** along to the music of their choice. So well done everyone for making a great effect.

Check out our fun day pictures from Star room



Mathematics: Shape, Space, and measure

We have observed children starting to show interest in shapes and patterns in the environment such as 2D and 3D shapes. We focused on extending their interest by giving the children a variety of opportunities to explore shapes through everyday objects.

Children were learning about sequences with shapes while investigating the position and direction of different objects. This was a great way to help develop [their problem-solving skills](#) and [attention to detail](#).

We started by working together as a team and searching the room for all 2D shapes such as hearts, triangles, circles, squares and stars. We then [engaged in discussion and talked about the similarities and differences](#) between the shapes. With some support Star room children have developed some understanding such as squares have four equal sides, stars have five sides and circles have zero sides. Furthermore, we used the shapes as reference and encouraged the children to draw their favourite shapes on paper. Star room children did very well in this activity as they developed mastering their [pencil control](#) by further [developing their fine motor skills](#) as they were holding the pencil with either [tripod or digital grip](#).



The children were becoming familiar with the names of the shape. Felix said “I drew heart,” Karaeah said “I drew rectangle and circle,” Juno drew circle and said the drawing is for her mum, Rafal drew an oval and circle, Vida drew a rectangle, and Arfa drew a star to which the practitioner asked the children to count the sides, they all counted it together and said 5 points. They [maintained focus for a long period of time](#) and paid attention to details.

Pumpkin week

Exploring nature with the children:

What amazing fun we had throughout our pumpkin week. All the children showed excitement and enthusiasm towards this theme, we focused on empowering their interest by creating some outstanding artwork and hands on activities for all the children to take part in.

We Just want to say a big thank you to all our lovely parents for going all out and ensuring their children were dressed up and prepared for each day.



We just love getting messy and what better way than to explore pumpkins. The children used **their five sensory skills** to feel, smell, and hear, taste and look. For example, we first observed the outside of a pumpkin followed by the adult cutting from the stem down through the middle of the pumpkin. They were encouraged to dive right in and feel the gooey pulp and seeds running through their fingers.

Once we discovered the seeds some children used their maths skills to **count the number** of seeds they each found. Each child was able to **capture experiences and responses with a range of comments** as they **compared the size, texture and colour** of the pumpkins and the seeds. For example, Alba said it was cold inside. Rafal said he found five seeds. Felix said to a practitioner that is a bit messy and said it is orange colour as he **focused on all the small details**. The children continued using their own initiative and spoke about making pumpkin and chicken soup in the home corner. Moving forwards from this the children were able to listen to the practitioner talk about health and safety when handling sharp tools. The practitioner informed the children how to safely transport the tools from one place to another. Towards the end of the activity all the children understood the need of safety.

Another activity we carried out was making pumpkin lanterns using kitchen tubes, orange paint and glitter. The children were encouraged to practice their fine motor skills by holding the brush using tripod grip and create line, dots, circular and zigzag marks to decorate their lanterns. To add the extra sparkle, we added sequins and glitter.

Dressing up day was a super-fun day with lots of children bringing and wearing their favourite costumes. Most of the nursery staff did so too! we had a spooky party with some delicious food and party treats and to ended it all with our favourite boogie monster song.





Understanding the world: Black History Month

During Black History month celebrations, here in Star room we have been very busy learning all about Gareth Morgan and the three-position traffic signal. We watched a short video about Gareth Morgan and learnt that he is an inventor. He invented the sewing machine and masks, but he was most famous for inventing the traffic light signal. Throughout the session Star room children engaged in discussion, learn new words very rapidly and used them in communicating and the discussion not only got our children to think but inspired them to try and make their own traffic lights. The children used red, amber and green glitters and black card to construct their traffic lights.

Following on from this we did another activity, Star room children used a range of textile resources and autumn leaves to make African themed necklaces and bracelets.

Threading was a great activity to help children develop fine motor skills and focus on developing their hand eye coordination. We provided the following materials for them to use, red and yellow pasta, buttons, twigs and autumn colour leaves to plan and construct to purpose using the textile materials. We also had pictures as a reference to inspire the children also as well as use their own



ideas. The children carefully threaded their choice of materials and made necklaces and bracelets for either themselves or for their loved ones.

Janet further inspired the children by bring in some cultural dressing up clothing and head gear which she got from her travels to Nigeria for the children to wear. All the children practiced their independent skills as their attempted to wear the clothing or the head gear by themselves. Janet even choreographed some dance movements and taught us some songs.



Bonus classes

Forest play

Our Autumn Forest play session has been very successful, Star room children did amazing and demonstrated good behaviour by walking on the road carefully, holding hands and showing an understanding of road safety and when crossing the roads. We practiced some key rules such as 1,2,3 camp base, no picking no licking, no going past the red tape and X-Factor when coming into contact with hazards. Most of the children now have become familiar with Hackney Downs Park and have developed good understanding of what is expected off them.



As we arrived in the park, the children were encouraged to walk and **run freely with pleasure and confidence** without a wrist harness with the freedom to discover the area and begin take risks a safe environment as they reached the camp base. The rules were explained again to the children by our forest lead as the **children listened attentively in a range of situations (ELG)** as Hafiza visually demonstrated the rules using actions whilst sitting on the waterproof mat. A red and white tape (safety tape) was used to ensure a visual outline of the safe space in which the children could play and investigate. The section included large conker trees, multiple young trees, long grass, and muddy areas for mud painting.



The session provided opportunities for the children to explore not only the natural environment freely but also enhance their skills and knowledge across seven areas of learning and development. As this was our fourth and last forest play session, we decided to explore different parts of the park to enhance the children's learning and development. We took part in a new activity for this session, conker hunting, which all the children happily engaged in and enjoyed.



Mud Painting: **Communication & language** (Creating and Thinking Critically)

The children showed they were able to **find ways to solve problems & find new ways to do things**. They showed this through mud painting as they made a line (sat in a log and waited their turn) to make their mud paint. They were each firstly shown how to do it and then were encouraged to do it independently the second time. They were shown to put two scoops of mud in their buckets and then pour some water into the bucket, they then walked over to a separate area of the park and did mud painting on whatever they chose. Yve, Arfa, Rafal, Safeeya and Juno were able to independently fill their buckets the second time round. They were able to show independence and take risks. Whilst painting the tree, Yve and Arfa found an ant climbing the tree. The children carefully observed the ant walking along. Yve said the ant is too small, Arfa responded back and said "the ant is hiding inside the tree. Alba, Juno and Arfa then started to paint the big leaves.

Conker Hunting: **Communication & language** (Active Learning)

Each year Star room eagerly await conker season and thanks to our natural exploring we have collected some. Star Room were **showing high levels of energy and fascination** while searching for conkers in the park. They were **not easily distracted and paid close attention to details** in the outdoor area as they explored the grass under the conker tree. We spoke to the children about health and safety whilst searching for the conkers under the chestnut trees. Akki showed all the children the spiky cases and showed them a safe way of removing the conkers from its cases using their feet. The children were able to understand the information given to them to ensure they were aware of them while putting conkers in their buckets and baskets. The children collected as many conkers as they could fit in their buckets. Moving forward, the children returned to the camp base and compared the **texture, the size, shape**, shine and colour of the nut, and their smell.



We finished off our session with the hide and go seek games which allowed the children to work as a team and find an area where they can hide from the seeker. Once the seeker chanted the call which is “where oh where are you” and children then responded saying “we are we are here” alerting the seeker of their whereabouts. Once the group is found by the seeker they will then work alongside the seeker and locate the remaining children until everyone is found. Through this activity the children practiced social and team-building skills which can help them in their

adulthood. Star room children used their imagination as they pretended to be stones, and trees whilst hiding from the seeker. Well done to all our natural explores for doing so amazing this term.

French session

Star room children took part in a French session with Debbie. During french, the children maintained focus for a long period of time and showed a lot of fascination. Debbie started the session with singing the hello song in French



with the children, while singing she gave a ball to the children to pass it around and for the children to say their name. Following on from that Debbie then proceeded to talk to the children about Halloween, she placed different types of feelings cards on the floor and asked the children to take turns and pick how they are feeling in french each child took a turn such as sad, scared, hungry, happy and Debbie talked about it. This was a great chance for the children to express their feelings.

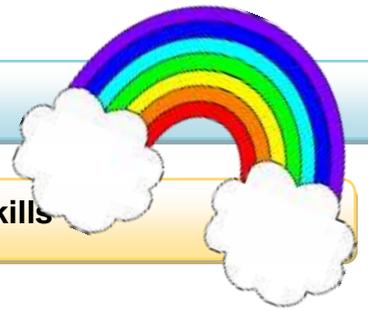
Yoga Session

Being able to practice mindfulness and express ourselves through movement has been a great way to relax whilst we are in Nursery. During yoga session, the children were able to follow direction, Star room were able to

experiment with different ways of moving and also travel with confidence and skill around under, over, and through balancing. We carried out the warrior pose, some stretches, monkey pose, and tree pose. The children also took the time to sit cross-legged, closed their eyes and breathed in through the mouth. They did this so amazingly well which enabled them to slowly go into their mindful thinking time. They were encouraged to lay quietly for 5 minutes which we thought may be a little challenging for those children just settling into Star room from rainbow room, but they did a great job and everyone cooperated so well.



Rainbow Room



Antarctica (Children's Interest) Independent Skills

Understanding the world / Communication & language

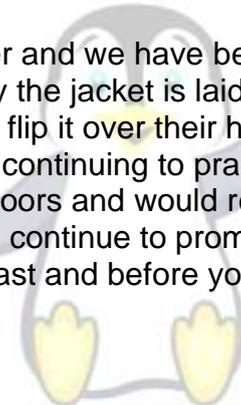
During the month, Rainbow room went through their winter clothes draw and began trying on lots of hats, gloves, and scarves. Felix, Anu and Helena said it was windy and they needed to wear their winter clothes, showing that they are able to **imitate everyday actions and events from own family and cultural background during pretend play, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.** We developed the children's knowledge of Antarctica by pretending to visit there while wearing our winter gear. Gene said, "Penguins live there!" We carried out activities such as making snow playdough, welly boot stamping/printing and also combining this with practice of putting on shoes and jackets as the children enjoyed putting hats and gloves on.



To make putting on hats and jackets more exciting for Rainbow room we introduced the tickle monster! We encouraged the children to take their shoes off, wiggle their toes and stamp their feet, taking the boringness of dressing away. The children were able to **help with and independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots.** Delia, Helena, Isioma and Gene showed great effort in putting their shoes back on and showed they were proud of themselves by saying "look Nadia we did it" and shooting their arms up in the air! We also practiced putting on our jackets and pretended we were in the Arctic weather, searching for a warm place to relax.



Putting on jackets is a little trickier and we have been learning how to do the magic flip, whereby the jacket is laid on the floor, the children put their arms in and flip it over their heads while pushing their arms in! We will be continuing to practice this during home time and going outdoors and would really appreciate it if parents could also continue to prompt their children as they are growing so fast and before you know it, will be moving off to Star room.



We made some amazing white themed playdough during the week, which represented snow! The children were really excited to use the animals alongside it as they pretended we were in the Arctic snow and ice. The children were able to develop their understanding of which animals live in the cold weather and waters, and which live in warm countries. Anu said "I know that elephants live in Africa!" when questioned if Africa is hot or cold, Gene said, "it's hot!" Blaise also joined in and said, "Walrus's live in the cold with Penguins!" and Delia said, "polar bears too!" This showed the children were able to **hold a conversation, jumping from topic to topic, and also use longer sentences.**

As the weather progressively becomes cold and darker, the children took part in a winter themed activity. Rainbow room came into nursery wearing their wellies and rain jackets. The practitioner asked the children 'What's the weather today?', Anu said 'It is raining that's why we have to wear our raincoats'. This showed he was able to **understand the use of objects.** The children then discussed that before going outside they have to put their rain suits on, Delia then said that she wants to go and jump in the muddy puddles. As a follow-up activity, the practitioner asked the children if they would like to do some wellie printing. They said yes, so the practitioner and Helena made some blue paints. Some of the children then sat around the table dipped the wellies into the paint and stamped them on the paper. During the activity, the children discussed the colour of their own boots and showed they were able to **enjoy and respond to playing with colour in a variety of ways, for example combining colours.**



Fun week/ Happy 16th Anniversary



Expressive Art and Design – Creating with materials

Happy Anniversary Rooftop Nursery! We have been celebrating 16 years of Rooftop and we want to say a huge thank you to Hafiza for running the business so amazingly, and for providing a beautiful environment for the children to learn and receive comfort and love! As it's our 16th anniversary, we carried out fun games and activities over a two-week period to encourage the children's craft skills and creativity!



We had activities such as Keyring making, making photo frames, hair braiding (the babies even got little head massages!) and lots



more! Rainbow room kicked off their week with keyring making, which Delia and Helena really enjoyed! They showed they were able to **notice and become interested in the transformative effect of their action on materials and resources**. When the children went to make their keyrings, the practitioner took them in groups of two and started off by tying a knot on the keyring and then discussing the colour and pattern. This showed the children were able to **enjoy and respond to playing with colour in a variety of ways, for example combining colours**. Delia, Helena, Amaya, and Blaise were encouraged to choose which kinds of beads they would like and sounded out the letters of their names that matched those on the beads, this showed that they were able to **begin to develop phonological and phonemic awareness**, as they wanted to have their initials on it. The children spoke about taking their masterpieces home to show their mummies and daddies, Helena showed off her beautiful singing skills as she sung the colours of the rainbow as she was making her keyring!

The children took part in another fun week activity which was hook a duck, Well done Ada and Leonardo for taking part and showing great enthusiasm! The children showed an understanding of the rules of the game as they each took turns and cheered each other on when they caught a duck in the pond! Rainbow room also took part in Lucky dip where they put their hand in a huge bucket and pulled out a prize.



Personal, Social, and Emotional development

The children also took part in knock the tins, as the practitioner set the activity up the children all formed a single line file and took their turns to knock the tins over. The children were encouraged and reminded to **take turns** and wait their turn to throw the ball! This was a little bit tricky at first as we had a few children that had not learnt the rules of the game yet, however, were shown how to play and got on really well! All of the children enjoyed watching the tins fall, Thomas, Blaise, Amaya, and Ameenah showed lots of interest in this game and were **able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety**. The children celebrated when they knocked the tins over and showed an understanding of the rules as they stacked the tins back up again!

Alongside all of the fun games and activities we have been carrying out, we have noticed that some children are beginning to test boundaries which is completely normal for a toddler as they grow a better understanding and attempt to push boundaries. We took this opportunity to encourage the children to understand the nursery rules and boundaries, and also learn how to treat other people, encouraging them to **show an understanding of gradually learning that actions have consequences but not always the**



consequences the child hopes for. We have been instilling the ideas of being kind and respectful to others through books and role playing, the children discussed what hands are used for and what they are not used for. The practitioner said, “hands are for…” and the children filled in the gap. Delia said, “for high five!” Felix said, “for hugs”, Gene said “for eating!” and Anu said “for tickling!” This showed the children were able to understand what we can use our hands for and maintain the focus on the positive rather than the challenging part.

Fun Week: week two

Physical development: Moving and handling

We celebrated our second week of fundraising for the nursery’s anniversary and did lots of fun activities which supported the children’s physical development. The children planted mini pots of parsley and assorted sorts, showing they 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 **begin to develop an understanding of growth, decay and changes over time**. They also took part in other activities such as having their faces painted!

The children used their imagination and requested various characters to be painted as, Anu noticed Blaise was painted as a tiger and said, “I want to be a tiger too!” They then walked around majority of the afternoon pretending to be tigers and roaring at everyone! Delia had a bumblebee painted on her face, and while singing “Old MacDonald had a farm”, mentioned there were bees on the farm and they said “buzz buzz buzz!” showing that she was able to **use movement and sounds to express experiences, expertise, ideas, and feelings**. The children had so much fun doing the craft activities, they crafted some fabulous photo frames, and did loads of jumping on the bouncy castle, showing they were able to **jump up into the air with both feet leaving the floor and can jump forward a small distance**.



Rainbow room also took part in making fancy face masks, the children chose to be unicorns, ladybirds or pirates! Delia, Blaise, Gene, Anu, and Helena had lots of fun decorating their masks and developed upon their understanding of how to use glue sticks and pencils, developing their fine motor skills as they held the glue stick with good control and decorated them so beautifully, showing they could **manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons**.

Dancing

The children have been learning about Black History month and started their learning journey by dancing to some fantastic Congolese, Somali, and Caribbean music! The children used instruments to follow the beat of the music, for example, Delia used the shakers, Blaise used the drums, Zayn used the xylophone, and Blaise also used the symbols, showing they were able to **make music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to**. They were encouraged to stamp their feet, clap their hands, and listen to new sounds that they may not be familiar with. They learned about a

range of inspirational people originating from African and Caribbean backgrounds, and how they have impacted our lives!

Black History Week

Understanding the world: People and communities:

We were so excited to teach the children about Black History Month, although it can be a little tricky for the toddlers in Rainbow room to understand why we celebrate Black History Month, we still ensure we provide them with opportunities to learn about the amazing and historical African/Caribbean role models throughout the whole academic year and not just in October each year. Rainbow room love eating food, lunchtime is one of the most excitable times of the day and so we kicked off the week with tasting some plantain crisps!



This provided the children with **opportunities to try a range of different textures and tastes and expresses a preference.** We encouraged the children to develop their understanding and language while expressing their opinions on the texture and taste of the plantain. We also explained that plantain is eaten in many Caribbean and African countries, and can be cooked in a range of ways!

This provided the children with the opportunity to **use language to share feelings, experiences and thoughts,** and also **learn new words very rapidly and is able to use them in communicating.** Anu said "It is crunchy!" and Blaise was asked if he thought it was sweet or sour and he said "it is sweet!" Helena, Delia, Gene and Blaise were very excited and enthusiastic about trying the crisps!

Rainbow room also took part in making African-themed necklaces, looking at Ankara and patterns used in Nigeria, Ghana and Congo. The children used some beautiful materials and colours to decorate a necklace shape, Ada, Thomas, Delia, Blaise and Helena were very excited to take part and were able to **use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.** The children were able to use their own ideas and explore patterns by looking at a picture for a point of reference.



The children also learnt about Garret Morgan! Garrett Augustus Morgan, Sr. was an African American inventor, businessman, and community leader.



His most notable inventions were a three-position traffic signal and a smoke hood. Rainbow room learnt all about this amazing man by creating their own traffic light system, the children used glitter and red, yellow and green glitter to recreate a traffic light! The children were provided with simple information, just enough to gain an understanding of Garrett's everlasting inventions, and the importance it has to our world now. This provided the children with the opportunity to [talk about past and present events in their own life and in the lives of family member](#). Rainbow room were very excited to join in with some dancing, they used musical instruments and were very enthusiastic about wearing some beautiful clothing from Nigeria, that Janet very kindly borrowed to us.

Bonus classes



Yoga



Rainbow room have shown great enthusiasm during yoga, they follow instructions really well and are able to show they can [follow directions \(if not intently focused\)](#) and were able to understand that they needed to stay on their mats to keep their bodies safe while carrying out the poses. The children each had their own mat and were able to independently take their shoes off and place them next to their mat. Rainbow room then began the session discussing the rules such as being quiet and using a whispering voice during yoga. Delia, Helena, Anu, Gene, and Anayah showed great listening skills while performing the poses such as stretching and

touching our toes and pretending to be animals. We pretended to be cats and then dogs, the children used their upper body strength to hold themselves up and moved around the room. Gene said he wanted to be a whale and Felix helped his friends with the sound that whales make! We ended our session with mindfulness and breathing exercises which the children did amazingly!

French session

During French session, the children focused on animals that stay awake in the dark. The French teacher, Debboi started off with greeting songs and singing the hello song in French. Following on from that, she gave the children a balloon and asked the children to say their name while holding the balloon and pass it on to their friends. [This showed that the children were able to follow instructions](#). Debbie then spoke to the children about campfires, she gave scarfs in different colours to the children, the children all then pretended to be fire by waving the scarf around while standing up. Debbie then asked the children to gather the scarves together to form flames in the fire, they were then asked to warm their hands in the fire but not too close to the fire which enabled the children to be aware of the danger and what will happen if they are too close to the fire. Debbie asked the children what do you do when you hear the alarm? Blaise said "run", the children then started singing a song and doing the actions, being a firefighter and pretending to hold the water to pour it on the fire. They had a storytime session and then ended with singing the goodbye song with bubbles.

Sunshine Room

We would like to give a warm welcome to Luca and Gabriel who have settled with us in Sunshine Room. They have made a great addition to sunshine room, and we look forward to the many memories and fun we will have.

Children's interests

Sensory play

Understanding the world / Communication & language



For our younger babies we have been ensuring that we have set up lots of different objects, textures, and materials to support the babies to use their senses to explore the surrounding

environment. The babies explored small wooden logs, grassy textures, fluffy materials, sheer and coloured materials, wicker baskets and balls and

wooden sensory shakers with small objects inside. They explored by using different approaches such as shaking, banging, tapping and mouthing.



Mathematics - Water Play

The children have been exploring and playing with water enjoying filling and emptying metal dishes, jugs, using utensils and engaging in pretend play, acting out their experiences in their play such as scooping water into the cup and sipping it, mixing the water in circular motions and pouring it out, rubbing their hands together in the water as though washing their hands and washing their face with the water.



Soul and Max particularly enjoyed splashing the water with their hands and swishing the water

side to side. We sang “the wipers on the bus” as we swished the waterside to side in the water tray, encouraging and supporting the children to make links.

Understanding the world: Exploring sand; its uses and its texture

We have observed that some of Sunshine room children really enjoy playing and exploring sand, to expand on their knowledge and to stimulate their imagination, we supported the children as they explored by **using single, keywords** and adding different animals and home corner resources to support their interests, allowing them to **enjoy combining things** that interest them. The children spent lots of time at the sand, with the toddlers **repeating single words and expressions** that the practitioner made, which **demonstrates that they are paying attention** to what the practitioner is saying.



Self Confidence and Self Awareness: Independent Play

We have been supporting our younger babies to settle and play independently, supporting their emotional needs and using distraction to encourage them to **express their interests**.

Juliet and Marley have been so courageous and brave, **to be able to venture away from their key person** and other familiar practitioners in the room and explore the toys and resources in the sensory corner. They have explored **alongside each other**, picking out various materials and wooden sensory objects from our woven sensory baskets.

We played peek a boo using the coloured scarves by placing them over their heads and gently pulling it away to reveal their face, saying peek-a-boo. They both enjoyed this social interaction, and this helped **to build relationship** between their key person and themselves.

Fun week

For two weeks we celebrated Rooftop nursery’s 16-year anniversary. Throughout the week, we carried out fun activities for all children to participate in including hook the duck, lucky dip, hair braiding, keyring making, having a go on the bouncy castle, etc.



Communication & language: Understanding – Making Key Rings

The children also got the opportunity to make keyrings, threading beads onto colourful stretchy string. **Using their fingers and thumbs, they picked up the small beads** and threaded it onto the string, with support from an adult. The toddlers were supported to **make their own choices** by prompting them to make selections from the resources. We hope you loved the keyrings!



Expressive Art and Design: Exploring using media and materials - Making Masks



As part of our fundraising activities, the children made masks with a range of fancy dress templates such as pirates, unicorns and lady bugs. We began by introducing the templates to the children and allowing them the opportunity to **choose which one they would like to decorate**. After repeating the question a few times to the children, they each selected a mask and began to decorate with what **took their interest**. **They explored a range of resources** including, pipe cleaners, stickers, glitter paper and shiny metallic paper snippets and crayons. They used glue sticks to practice their **fine motor skills**, spreading the glue across the masks and then placing the resources, one at a time on top of the glue. Some of the were even able to peel the stickers of their choice from the slip, **using their thumb and finger** and place it onto their masks! They all looked fantastic!

Hook a Duck!

When taking part in the hook a duck activity, our young babies needed some more support from the adult to steady their hook and catch a duck, earning themselves a prize. The toddlers in Sunshine room, did well, **showing determination and giving the activity a go!** Dylan managed to hook a duck himself and **showed satisfaction in meeting his own goal**.



Party time!

To celebrate the anniversary, we had a tea party where the whole nursery celebrated together. We set up the tables with colourful plates, paper tablecloth, music and dancing after the children finished eating their snacks. Ziggy and Soul got their groove on and had a good boogie to: 'pup pup boogie' song from the paw patrol series and the 'monster wiggle' song, alongside each other and with encouragement from the practitioners.

Exploring and using media and materials - Mud painting:

We have observed that the toddlers enjoy digging and gardening activities so we decided to create a mud painting activity where they can combine their interest in mud and water, mixing the two ingredients together to make a paint like paste and transfer this onto paper, making art.



We began digging some mud using metal scoops from our mud kitchen and filling some metal bowls. Juliet [enjoyed gently touching the soil with her fingertips](#), with encouragement and support, whilst the toddlers did their best to dig and fill their bowls. Phoebe enjoyed [filling her bowl then pouring it out](#), back into the plant bed whilst Dylan and Ziggy filled up a small plastic watering can with some water, then [taking it in turns](#) to pour into their peer's bowl with the mud. We then mixed the mud together to form a dark

brown mud paint and used industrial paint brushes and bath sponges to make marks on a large paper, held up by an easel.

All Sunshine room children enjoyed this activity, and we extended this play by repeating it a few times during outdoor play, but then giving them the opportunity to paint directly onto the easel. We then supported their [understanding of simple sentences](#) and instructions by extending on this play even further, encouraging them to wash their bowls and fill it with water so that we can clean the easel away using the bath sponges



Autumn



As Autumn falls upon us, we have been noticing a spark of curiosity in our children as they begin to notice details of changes in our environment. The weather becoming colder and windier, leaves starting to change colour and fall off the trees, flowers beginning to wither, and insects and wildlife



beginning to hibernate.

To feed these interests we encouraged the children to pick up the leaves and compare their colour, shape, and size, to gather a whole bunch of leaves into their hands and throw them up over their head, watching and feeling them float down over their body.

We had loads of fun sweeping the leaves into a pile and then running through them, rolling in them, kicking them and throwing them up into the air.

Autumn Leaf Mural – EAD: Expressive Arts and Design

To support our children's [understanding of these changes happening around us](#), we followed through with our children's interest of picking up leaves from the grass and from plant beds and extended this by encouraging the children to pick up some of the fallen leaves and place them onto a sheet of transparent plastic, using PVA glue to make a beautiful transparent mural.

The toddlers helped the practitioner to use a large paint brush to stroke the PVA glue onto the plastic, [practicing their fine and gross motor skills](#). During this activity we supported the children to [understand simple sentences and instructions](#) by repeating instructions clearly and between two and three times, while using pointing and eye gaze to encourage the children to [read our body language](#) as a way of helping them to understand what we are saying.



The babies enjoyed the [sensory experience of exploring the leaves and twigs](#) in whatever way they wished, [scrunching, tapping, turning them around and around](#), observing them closely. They often [shared their interest in the leaves](#) by holding them out to a practitioner, [making eye contact with them](#) and waiting for a response. We supported their speech and language skills by [using clear single words](#) to identify the objects and their features. Using words such as: **“Red”**, **“Crunchy”**, **“Spotty”**, **“Ripped”**, etc and making comparisons with alternative objects around them such as comparing the colour of the leaf to the raincoat of a peer, being the same colour. This then supported their social skills, [encouraging them to observe others](#).

Communication and Language: Speaking - Making Autumnal Shakers



To extend on our children's interest in picking up and exploring the autumn leaves, we combined this with additional interest in shakers and sensory play that we have observed as a common interest amongst Sunshine room children.

We began by encouraging the children to first collect fallen leaves from the garden and place these into metal dishes. We used these leaves to place inside some plastic bottles, along with glitter, twigs and more. The toddlers concentrated intently on this activity and were keen to continue poking the leaves and twigs inside their bottles. This activity supported our children's individuality in line with our national British values, giving them the opportunity to choose what they would like to put inside their bottles, encouraging them to look in detail, from differences in colour and size.



Physical development: Moving and Handling – Muddy Puddles

To further our children's enjoyment of sensory play and self-expression through dancing and other forms of physical movements, we got dressed from head to toe in our waterproof raincoats and welly boots, and headed out to the garden to jump into some muddy puddles. We began by placing a messy mat onto the grass then mixing fresh soil and lots of water together to make a very mucky puddle. The toddlers helped to

fill up watering cans and scoop out the mud, while the babies used their hands to explore, making marks in the mud.

The children needed reassuring before they began to stomp in the puddle but eventually was brave enough to do so. I think it's fair to say they didn't regret it! They continued to stomp "Like elephants" and "run like cheetahs" as they made large movements with their feet and legs. We made so much mess! But we had fun.



Pumpkin Week

Communication & Language: Speaking and Understanding - Making Slime

As a way of combining the children's interest and the current theme of the week, we made some spooky slime where we mixed contact lens solution, PVA glue, glitter, coloring and bicarbonate of soda together, to make a sticky gooey slime. The children watched and helped as the adult guided them to practice their independent skills to pour some bicarbonate of soda, glue and contact lens solution into a bowl and observed the adult as she mixed it together with a wooden spoon. We made the slime glittery and green like monster's slime.

The children began exploring the slime by poking, squeezing and tapping the slime to make different sounds and to explore the different ways of manipulating the slime. They were prompted to use different descriptive words to identify what they were feeling. For example: "Cold", "Sticky" and "Sparkly".

Expressive Art and Design: Exploring a range of media and materials – Pumpkin Carving



To extend on the children’s sensory explorative impulses and to continue to make links with pumpkin week, we guided and supported the children to explore what is inside a pumpkin. We began by cutting the top of the pumpkin away from the children and then brought the pumpkin to the table. The children instantly showed curiosity towards what is inside but also seemed wary about putting their hands inside the pumpkin. With support and encouragement, they started to pull out the seeds and the pulp.

The children opened their hands and widened their fingers **to gaze at the pumpkin seeds** and pulp on their hands and **shared this experience with an adult** by holding out their hands and **using their index fingers to point**. Some of the toddlers rubbed their hands together like washing their hands with the pulp which helped to **increase their sensory satisfaction**, stimulating them to **use single words to describe their experience** such as: “Slimy” and “Orange”.

Physical Development: Moving and Handling (Fine Motor Skills) : Pumpkin Playdough

To encourage our children to be physically expressive and to support their fine motor skills, together with the children we created orange playdough to link with our pumpkin week theme, **creating similiarity to a real pumpkin** and adding the pumpkin seeds that we took out in a previous activity.

From a range of ingredients, the children were encouraged **to identify the ingredients by name**, the practitioner leading by example and prompted the children **to repeat the names** after her. The practitioner pointed while repeating the names a few times to support the children to **link the name to the object**.

After the ingredients were mixed, they began to shape the playdough and used **different approaches to explore**. The toddlers really enjoyed using tools such as spoons and rolling pins to change the playdough, **tapping it with the spoon and flattening the playdough** with the wooden roller, pushing it back and forth. They used their **index fingers to point and poke at the seeds** that had been kneaded into the dough and the practitioners encouraged them to **use the word “Seed” to label it**.



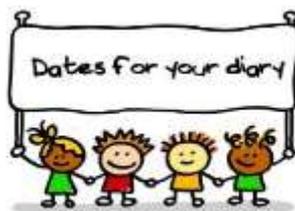
Bonus class

Language group

During the week, we have been extending our circle time sessions to support our children’s speech and language development.

We have been using puppets and our circle time lollipop sticks to exaggerate the names of the animals and using sound to support the children to make links such as: “Moo” for cows and “Quack Quack” for ducks. Some of the children were able to identify and repeat sounds made by the practitioner as she displayed the range of animals on the lollipop sticks.

We encouraged the children to **use single words** to identify different animals and **to share their interest using pointing with eye gaze**.



27th Month Review

Thursday 2nd December

Parent's Afternoon

Friday 3rd December

End of year Party

Wed 22nd December (3pm to 5pm)

Nursery closes at 5pm

Last day of term

Thursday 23rd December- nursery closes at 4pm

Nursery Re- opens

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 a ratio with the children.
- ✓ Children should arrive by 9.30am to avoid disruption to the routine.
- ✓ Please provide a labelled bag with adequate amount of spare clothes (underwear, trousers, socks, nappies, wipes etc.)
- ✓ Please call the office by 9.15 to inform us of any absences or late arrivals.
- ✓ Please check your child's pockets to ensure they do not bring items from home.
- ✓ **Online Banking:** We are kindly requesting parents who pay their fees online to check payments have the correct reference- i.e. your **child's name**.
- ✓ **Parent e-mails:** We send out e-mails regularly to parents to notify every one of events and updates. If you have not been receiving any emails, then please get in touch. Email: office@rooftop-nursery.com

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>