

October Birthdays

A very happy birthday to Marley, Adam, Juliet and Achike



Roof Top Nursery celebrated its 18th Anniversary with a fun-packed week of activities, food, and special guests. 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 wind chimes.

We managed to raise a whopping **£1,200** between both sites, which will be used to buy additional resources for the children in each room and for 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!





celebrate!



A little bit of Rooftop history

Roof Top Nursery was founded 22 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 off her feet? she was inspired to open 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 continues to see 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. 22 years on, this story 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 learned, 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!

Some of the amazing activities the children took part in during fun week



Making Clay Handprints



Lucky dip



Decorating face masks



Knock the tins



Bouncy castle



Face painting



Making photo frames

27-month review

We would like to thank the parents who participated in our 27-month review meeting which was held at Rooftop Nursery and is a great opportunity to work in partnership with parents. Our health visitor Laila came along to the meeting and was joined by the child's parent, and key person (Aklima Begum and Tahalia Reid) We hope you were able to discuss your child's progress and provide any updates you would like your child's key person to work towards in the new term.

The meeting was a success, and we appreciate the feedback received.

Amazing feedback from one of our parents – October 2023

In my opinion and as far as I have seen and experienced with my kids in Rooftop Nursery Ottway Street, everything is outstanding and I will say just keep going on as you are, I will recommend to everyone I know.

Thank you for everyone

I feel blessed I have my kids here and my other son who used to come to this nursery, all the staff have been very supportive and helpful When I pick up my son, he is happy and wants to stay longer, this tells me everything I want to know.

I really appreciate their work



Outstanding



A few of our parents' reviews over the past year

I have used Rooftop for both my children and we all couldn't be happier! All the staff really care about the children and my children love going there. There is very low turnover of staff, and the kids and parents really get to know everyone. The food is amazing, and the care is terrific. My son just started reception and his time at Rooftop prepared him well - he's had no issues adjusting to school. My daughter has several allergies (including egg) and they've been nothing but reassuring and accommodating and there have been zero issues. This is the second nursery we've used and definitely the best. (July 2023)

Since my kids started in this nursery, they are happy and they cannot wait till the next day to go back in the nursery. I am very happy with the staff. Their support is 5 stars. I really recommend to everyone whose child lives close to that wonderful nursery, the best environment for kids to develop, enjoy, and learn. Good communication towards parents, very kind and professional staff. Thank you goes to everyone. (August 2023)

The nursery is wonderful. Very caring and well-run. We have sent our twins there for nearly 3 years and would certainly recommend. Long running business. (September 2023)



To mark the nursery's 18th anniversary, we celebrated with our wonderful children and carried out some amazing activities to help raise funds for our outdoor provisions. What a great week we had with the sun shining down on us, we enjoyed lots of fun activities, such as making wind chimes, clay ornaments, mask making and much more, we even had Mickey Mouse who came to visit the children. It was lovely to be able to celebrate this occasion with the children.



Physical Development: Fine Motor skills / hand-eye coordination



Maya, Leo, Mia, Gabriel, Jayce, and Vincenzo all took part in making keyrings and bracelets. All the children demonstrated **concentration and determination** as they tried to thread the beads. They **kept trying** and **enjoyed achieving what they set out to do**. For example, Vincenzo, Jayce, Leo, Mia all struggled to put the beads through the thread, so the practitioner demonstrated and motivated the children.

Vincenzo really enjoyed composing and decomposing **shapes, learning which shapes** combine to make other shapes, and he did so confidently. Maya was confident she could put the beads through, and she did so using the big beads. She said, "I'm going to show this to my mummy". She added a few watermelon, apple, and heart-shaped beads to finish her bracelet. She said, "I want to write mummy here" as she is **learning to voice her options and choices**. Gabriel and Jayce made keyrings as well. Gabby put through most of the beads

confidently. He was able to use **language as a powerful means to express his ideas and thoughts**, he said "I want the apple, orange, watermelon, and blue ones" as he picked them out himself.

Mask Making

What great fun the children had in decorating their choice of different animal mask characters using a range of arts and crafts resources. All the children **paid attention to details** as they **manipulated a range of tools and equipment in one hand, tools including paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons** to spread glue onto their mask templates while **strengthening their fine motor skills**. Aristina, Leo, Gabriel, Jayce and Mia showed a lot of interest as they spread the glue on the mask and then selected materials of their **choice**. Rainbow room children were **using their imagination** to create a mask and enjoyed expressing themselves through art as they learnt some interesting facts about animals and developed their understanding of animals.



Communication and Language-Listening and attention - Face Painting

The children participated in face painting, they had a variety of pictures to choose from, with lots of different colours, and were **able to follow directions (if not intently focused)**. The children were excited as they were called one by one by the practitioner, and they chose what they wanted. Some expressed that it tickles and some of the children said that it was cold.

Marley chose a cat, Dylan, Mikaeel, and Soul chose Spiderman and Lowen chose a dog. Whilst some of the children were getting their faces painted, they were describing the paintbrush Mikaeel said, 'It's cold' and then added, 'You can put warm water inside'. The practitioner agreed with him. Some of the children were able to move their heads when being asked by the practitioner whilst telling their stories, **focusing attention – can still listen or do, but can change their own focus of attention**. As face painting was done more than once during the week the children were able to recall if another child had the same or a different painting, **being able to use language in recalling past experiences**.



Expressive arts and design: Being imaginative and expressive - Wind chimes

All the children were delighted and **showed fascination** while they painted their wind chimes. Each child selected their **own choice** of template from a range of butterflies and dinosaur characters. Next, the children had the chance to **investigate the materials** such as the gems, and different shades of child-friendly paints as they painted their chimes. Throughout this activity, many of the children were inspired **sharing their personal experiences and engaged in conversation** with each other. For example, Maya spoke about seeing some butterflies in her garden. Gabriel spoke about his likes for dinosaurs and that his favorite dinosaur is the T-Rex. Leo loved sticking the gems and used his right thumb and index finger to peel the gems off and stick them onto his butterfly template.



Expressive Art and Design: creating with materials - Keepsake clay handprints

The leading practitioner prepared the clay so it was soft and malleable. Star room children that took part were asked what the activity was and what they should do **using a variety of questions**, then they said they wanted to do a handprint and had a go, Nicholas wanted to have a go but then he changed his mind after. Most of the children-**maintained focus on their activity for a period of time**. The practitioner rolled the clay into balls for the children. Some were interested in rolling out their own clay piece showing **independent gross motor skills** as they



held the rolling pin with both hands and rolled it. The practitioner supported them on a 1:1 basis and made sure they placed their hand correctly, then their name was carved in and it was placed on a tray ready for baking later. Juliet confidently rolled hers out and then pressed her hand in, showing pride in her work as she smiled and pointed saying "Look!". She really liked the sensory texture therefore she took some away to play with on another table and continued exploring. Dylan, Leif, Marley, Blue Jean, and Mikaeel also made their clay handprints, and it helped them to notice and become interested in the transformative effect of their action on the clay. Jad was using the clay on his own after observing the practitioner and he covered it over the plastic knife and rolling pin, then attempted to use the knife to cut the clay, exploring and experimenting with an increasing range of media and movement through multi-sensory exploration and expression. Rainbow Room and Sunshine Room children were supported in making theirs so the most they had to do was press their hand into the clay, after they were baked, they were given a choice to pick a colour which was then used to paint their clay ornament. From Sunshine Room, Nell, Sandara, and Ibraheem made their handprint and from Rainbow Room, Jayce, Mia, Vincenzo, Leo, Aristina and Maya also made their handprint.

Expressive Art and Design: Creating with Materials – Making Bracelets



Sandara, Nell, and Ibraheem took part in making bracelets. As the babies aren't fully aware of threading or putting thread through small holes, the practitioner asked them to pick their beads. The babies still showed an awareness of what was happening and contributed to the activity by picking their beads. Nell picked a bunch and put them in front. The practitioner began putting her name together. She then picked the rainbow beads and insisted on having 2 of them on her



bracelet. This showed contribution to the activity and creativity as she chose what beads she wanted to add. She was very happy with her bracelet as she wanted to immediately want to wear it. Sandara picked the red and pink beads and gave them to the practitioner. The practitioner said, "Should we add 'mummy' to your bracelet" and she nodded understanding. She also picked out the shiny beads as well as the rainbow bead and said "Wainbo". She acknowledged what colours she wanted and was confidently able to say a single word. Ibraheem was very curious as to what was in front of him, he began grabbing all the beads and rubbing them between his palms. He realised they weren't soft and put them back reinforcing sensory development as he felt the texture of the beads and decided he did not like it. The practitioner showed him what was happening, and he began watching while slowly picking a bead at a time. He made a key ring with "mummy" also written on it





Sensory and Messy play

We started the month with sensory and messy play as our theme for the week which linked to the previous week's theme, which was food and play to continue to support children's sensory skills. Sensory play encourages learning through exploration, curiosity, problem-solving, and creativity. Sensory activities can support keeping children calm while keeping them focused and engaged in their play.

Communication and Language-Speaking - Messy jelly play

Star Room children have been enjoying messy play and using lots of glitter, so the practitioner extended this interest through jelly play with toy boats. As they played with the jelly, they described what it felt like such as *slimy*, *sticky*, *soft*. Lowen and Mikaeel talked amongst themselves about whether boats have wheels. Mikaeel asked, "Does yours have wheels?" Mikaeel looked at the bottom of his boat and said, "No" and Lowen then added, "No", showing they can [play alongside other children who were engaged in the same theme](#).



The practitioner asked the children open-ended questions such as, *who has been on a boat before? What did you do on the boat?* Blue-Jean, Dylan Nicholas, and Marley said they had been on a boat. Dylan and Nicholas said they went on the boat with their grandad, grandma, dad, mum, and Oma. The practitioner told the children that she gets seasick when going on a boat. throughout the conversations, they were [beginning to use a range of tenses \(e.g. play, playing, will play, played???\)](#). Dylan and Nicholas asked "When you get sick does the boat move this fast?" [Using movement and sounds to express experiences, expertise, ideas, and feelings](#).



Zayn enjoyed playing with the boat moving it in circular motions. Juliet drew attention to her hands which had a paper on them saying that it was sticky Juliet has shown interest in feeling different textures and enjoying picking up small things that she sees such as round balls, and sequins, and playing with slime, therefore, so this sensory activity was perfect for her interest.

Expressive Art and Design- Being imaginative and expressive - Stress balloons

The children took part in making their own stress balloons using flour, rice, and lentils. We had funnels that enabled them to demonstrate their hand-eye coordination as they remained focused trying to get the flour into the balloon. We laid out a tuff spot where we put lots of flour, lentils, and rice so that children could work in groups to make their personalised stress balls.

Zayn was very happy and excited as he enjoys messy activities and therefore grabbed the funnel, trying to get the flour in he didn't give up and spent a long period of time until he completed the activity. Through this activity, they were able to notice what other children and adults did, mirror what was observed, add variations, and then do it spontaneously. Juliet observed her peers and then copied their actions, using tools for a purpose. For example, she took a pinch of the mixture and tried to put it through into the balloon. She then saw the funnel and used it but was unsure how to use it so the practitioner assisted her. Marley and Blue Jean did really well putting as much of the mixture into their balloons using different ways to put it inside. Marley said, "I'm going to take this home and show mummy". Blue Jean then added, "Me too, I like this balloon now". Soul put a small amount of the mixture inside his balloon and wanted the practitioner to tie a knot so he could carry it around.



Stress balloons are a useful tool to keep calm and stay focused, as squeezing the stress ball sends sensory signals that occupy one part of the child's brain, the anxious one, making them more attentive. The children were thinking of different ways of putting the flour inside of the balloons such as putting it in a little tube, scooping it with the balloon pinching it putting it in little by little.

Autumn

We focused on Autumn through various activities to gain more knowledge about the season such as why the leaves change colour and fall off the trees. The children were given the opportunity to hunt for leaves and twigs to make a collage by sticking them on the card. The children learned that the season changes from summer to autumn and that it will get colder as we move into winter and what this entails for example that we would need to start wearing our coats and winter clothing.



Mathematics - Leaf printing

The children took part in a leaf printing activity to develop their knowledge and understanding of autumn and the different colours in autumn such as red, green, orange, and yellow. During this activity the children learned about different leaves, how they differ in terms of shapes and colours, and how they feel whether they are soft, crunchy, or rough. The activity involved four children; Blue Jean, Leif, Alaia, and Marley, and they were shown how to print the leaves on the paper.

Marley placed the leaf in paint, stamped it onto her paper, used her fingers to hold it down, and then took it off to see the different effects, she then moved the leaf to another area of the paper to make more prints, making simple constructions. Leif came to observe his peers and then joined in, he used a colour



of his choice to print and said, "Look I've done a big one". Blue Jean was keen on the activity, she used 2 different leaf prints on her paper and used her finger to spread out the paint on the paper by holding the leaf down on her paper and she was happy with the outcome. Alaia watched how Marley used her leaf, she then tried a different method; after dipping the leaf into the paint and placing it on the paper she then used her fingertips to paint the leaf a bit more and she made a few leaf prints and said to Marley "look Marley, I made 3 leaves", showing she is **beginning to say numbers in order, some of which are in the right order (ordinality)**. Marley began to count to 3 as she placed her finger near each leaf and said how many more she had compared to another child, **beginning to compare and recognise changes in numbers of things, using words like more, lots, or same**.

Understanding The World - Fingertip trees and Autumn Leaves animals

To continue our autumn theme, Star Room made fingertip trees and made animals with leaves, googly eyes and lollipop sticks. The practitioner had a large black piece of paper and explained they would be using their hands and arms to make the tree. The children all put their hands onto the large piece of paper whilst the practitioner marked around their hands with white chalk. They then compared sizes, whose hands were smaller and bigger, encouraging them to use the **mathematical language of sizes and make comparisons**. The practitioner then explained they needed to use one or two fingers to make fingertip marks which would be the leaves. The practitioner asked the children "What colour are leaves?" Nicholas responded, "They are green". Through this activity, the children demonstrated that they can **talk about some of the things they have observed such as plants and animals**. The practitioner then said, "That is correct but as it is autumn what colour are they now?" The children all shouted, "Red" as they picked up the leaves off the large black piece of paper.



The children continued to show a lot of interest in the leaves, the practitioner asked, "Who would like to make a leaf autumn animal?" To which they all replied "me". The

practitioner modelled how to make an owl. They each put PVA glue on their lollipop sticks and stuck their chosen leaves and googly eyes to make their owls. Throughout the activity, they were encouraged to talk about the different colours such as brown, orange, light red or dark red and **make observations of animals and plants explaining why some things occur, and talk about changes**.



Understanding The World – People and Communities - Skin tone handprints



In line with our theme which is black history month, the children took part in making different coloured skin tone handprints to **become more aware of the similarities and differences between themselves and others in more detailed ways and identify themselves in relation to social groups and to their peers**. We made different shades of brown ensuring that there is a variety of options for the children as we have children from different backgrounds and played a song for the children called “I am the Dream” which conveys the message that no matter what our skin colour, we can achieve anything and everything.

The practitioner then asked the children what skin tones they have, and each said different things. Marley said, “Mine is pink” while Mikael, Nicholas, and Dylan said, “I’m brown” knowing some of the things that make them **unique and can talk about some of the similarities and differences** in relation to their peers. Soul pointed at another shade of brown and said, “This one is me”. The practitioner asked, “What colour is my skin?” to which Marley replied, “I think you are yellow”. Juliet pointed at the pinkish shade saying that’s her skin tone.



All the children took part in the activity. Soul and Nicholas wanted to use both hands for the handprints. Zayn, Adam, and East joined when they saw their peers taking part. The activity was an interactive way for children to develop their knowledge of different people’s backgrounds and cultures **and to recognise that they belong to different communities and social groups**. It also supports the children to be aware of what Black History Month is and why it’s important, giving them the opportunity to discuss their differences respectfully.

Understanding The World - The world - Traffic lights



Star Room took part in making traffic lights and learned about the wonderful inventions that black people contributed to the world. The children learned about Garrett Morgan, who invented the traffic light system in 1923 to control the traffic automatically in South Africa.

They then made traffic lights using playdough. Marley used her hands to explore the texture of the dough and used the coriander to make her dough green to represent the green light and said “The green means to go” **as she extended her vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words**.

The children learned that traffic lights help traffic flow run smoothly and what the colours mean. Nicholas picked up a piece of dough and pressed it down with the palm of his hands, he was asked about what he could use to flatten it and responded “The rolling



pin” showing [understanding of the use of objects](#). Mikael used the shape cutter and said, “I am making a star shape light”, showing [awareness of shape similarities and differences between objects](#). Blue Jean came to the activity table and said, “I want to make a yellow light”, she used a paintbrush to paint her light yellow and then mixed it with red. Blue Jean explored [how colours can be changed](#) using her fingers to feel the paint and observed the colour changes on her fingers curiously.

Bonus classes

Football: **Physical Development- Moving and handling**

Star room took part in a football session. They ran around with the ball, dodged the cones, and used their imagination to pretend to drive using the cones and to pretend that the cones were volcanoes. Dylan, Ziggy, Markey, Juliet, Blue Jean, Jad, Adam, Zayn, Mikael, and Lowen took part in this session.



They started off with a little warm-up which was using the cones to drive a car, Ziggy, Mikael, and Marley enjoyed driving their cars, Marley said “I am going to the shop” while steering the wheel of her car, [showing understanding, and choosing different ways of moving](#). The children were then shown a game which was to hold a cone with the ball in it then throw it up in the air and catch it in the cone. Dylan and Blue Jean were more willing and confident in this game as they kept on going until they caught the ball back in their cones, [running safely on their whole feet](#).



The children were shown another game which was to use their feet to gently kick the ball and roll it forward and have a steady keep of it. Blue Jean, Mikael and Lowen were really trying to keep it steady, the ball went out of place while Mikael was trying to keep it going in a steady line, however he did not give up and kept trying to keep the ball in a straight line.

After trying to keep a ball in a steady line, the children moved on to another game where they used their ball to hit the cones which Juliet, Adam, Mikael, Zayn, and Jad enjoyed doing and were hitting the cone a few times, they all showed willingness in the activity. Marley did so well in this activity and carried on with this game when her peers moved on to another game as she enjoyed it so much. Through these games the children practiced a range of skills, [kicking a stationary ball with either foot, with increasing force and accuracy, and catching a ball by using two hands](#).

Tiny Mites:

Expressive Art and Design- Creating with materials.

Star Room had a Tiny Mites session which started by introducing the puppets. They were asked to wake the puppets up, “wake up” shouted all the children. They sang an introduction song that involved movement: four claps,



stomps and a dance around. They then sang Incy Wincy, and the spider went around to tickle and stroke all the children. The teacher asked the children to count the legs of the spider, and they all counted to 8 confidently.

When the teacher took out the cat puppet, Juliet, Marley, Nicholas, Adam and Mikaeel all gave the cat a very big cuddle. The third song they sang was *Driving to the Zoo*. The children love the driving song as they get to manoeuvre the glittery plates around and know what actions to do for the song. Once the song was over the teacher asked the children what animals they saw (they were shown cards throughout) and they responded with dinosaurs, penguins, lions, and many more. They sang the animal song whilst doing the actions to each of the animals which they all enjoyed. As the session came to an end, they sang the bubble song as they popped bubbles and ended it with a goodbye song. Through these sessions, the children build a collection of songs and dances that boost their skills and confidence.



Rainbow Room

Autumn



We have an action-packed term ahead with plenty of things happening. Rainbow Room children have been involved in a wide range of learning experiences, and many of these have been centered around children exploring the nursery and in particular the outdoor provision. Rainbow Room have shown interest in the changes in the environment and have been learning about autumn. The children first took part in a language group where we discussed all the different seasons, and we elaborated on their interests by planning a range of activities to support their growing interests.

We created an autumn wreath and explored an autumn sensory tray, leaf printing, and monster leaf puppets. What an amazing time the children had in the garden as they observed the leaves changing colours, and watched the squirrel climbing the trees, spotting hidden treasures in the garden such as the birdhouse.

Expressive Art and Design: Creating with Materials: Autumn wreath collage

We started our topic by creating an autumn wreath using paper plates, leaves, and twigs that we had collected during our little walk around the garden.

Aristina, Gabriel, Maya, Jayce, Leo, Vincenzo, Mia, Lai, and Zephaniah all participated in this activity. The children used single-handed tools to spread the glue and stick the leaves onto the paper plate.

Maya used all her senses, as she felt the texture of the leaves and even identified different colours, shapes, and sizes. For example, "Look it's red" said Maya as she showed the leaf to the practitioner.



Throughout the activity, the children were beginning to use everyday words engaging in conversation and sharing their personal experiences. For instance, Gabriel said he



likes the “orange and red leaves”, Maya joined in the conversation and said she jumped on the pile of leaves at the park. Overhearing their conversation Vincenzo added that he likes to go to the park with his dog. It was a treat to hear all their lovely stories and how confident the children have become. Zephaniah, Jayce, and Lai all **maintained focus for a period of time** and engaged in the sticking process, Zephaniah felt the glue on his hand, and as it was becoming dry, he used his right thumb and index finger and started peeling the PVA glue off his hand.

Understanding the World: The World / Mathematics: Shape, Patterns and size / Autumn sensory tray

Rainbow room children did not hesitate to dive in and begin exploring and investigating our autumn sensory tray. Many of the children used their fingers (thumb and index) to pick up and sort different types of leaves according to **colour, shape and size**. The children could practice grasping and pinching, which enhances their fine motor skills and strengthens their hands by using single-handed **tools and** jumbo tweezers to pick up twigs, pinecones, small pumpkins and leaves. All the children were **actively involved** and **critically thinking of ways to solve problems**. For example, as Roxanne used a jumbo tweezer to pick up a pumpkin, it kept slipping off and dropping back into the tray, she then used a ladle to scoop up the pumpkin. Furthermore, she was able to **identify weight by using simple mathematical language** such as “It’s heavy”.



Mathematics: Shapes, Patterns, and numbers / Leaf Printing



Our children love exploring and got to examine the finer details of the leaves as they created the prints. The following children participated in this session: Leo, Mia, Jayce, Vincenzo, Hazel, Wesley, and Maya. They got the opportunity to **compare and look at similarities and differences** between the leaves. For example, Maya sorted the leaves according to their colour and spoke about some of the sizes.

The children **used their own initiative** as they dipped a leaf into the orange or green paint and created prints on paper by pressing it down. Throughout the activity

we observed the **children engaging in conversation** between the children and the practitioner. For example, Jayce tried to name the colours, and Maya said “I’m going to make both orange and green leaves”. Vincenzo and Mai both laughed and giggled as they started **putting their own ideas into practice**. Many of the children were amazed and delighted when they observed the prints on the paper and the observing **colour blending**.



Physical Development: Moving and Handling / Painting Autumn animals & monster leaf puppet

Building on the children's knowledge of autumn, we looked at what types of animals we can observe while on outdoor play, the children saw squirrels climbing or crawling down the trees. We had Maya, Vincenzo, Leo, Henry, Aristina, Mia, and Jayce all using **single-handed tools** to create **lines and dots** on their hedgehog picture template. We also had Roxanne, Henry, Gabriel, Achike who loved creating their puppet monster.



Throughout these activities, Rainbow Room children were able to **maintain focus and pay attention** as they carefully added detailed features to their paints and collages. For example, Roxanne, and Henry used various craft resources to decorate their leaf puppets such as feathers, sequins, glitters, and googly eyes. Achike labelled all the colour feathers he was using and pointed them out to the practitioner. Aristina was very focused as she held the brush **using a tripod grip** and made several lines and some dots. What an amazing time we had creating our lovely masterpieces!



Harvest



Picking up from where we left off at the end of our autumn theme, Rainbow Room children continued to show delight in exploring the outdoor space, they have been observing the fallen leaves on the ground, and listening to the sound of dry leaves as they crunch them with their hands. So, we focused on combining their interest with the harvest theme and developing their knowledge. The children used their imagination to create pumpkins using playdough and tactile materials, they created a tree using conkers and brushes, painted a scarecrow, and added detailed features.

Communication and Language: Speaking - What's in the Bag

During circle time we focused on supporting our children's vocabulary and their attention span by doing our regular What's in the Bag session. The children **showed high energy and fascination** as they sat in a circle and waited for their turn. The practitioner used songs to motivate the children and help **challenge their attention** as the children **took turns** to take out an object from the bag.

For example, Gabriel pulled out a slice of bread and said "Bread", The practitioner used a variety of **descriptive words** to help **build their vocabulary and prompt language development**. For example, when Vincenzo took out a pumpkin, he was very eager to talk about the pumpkin and share his thoughts; "It's a little pumpkin" and "You eat it" said Vincenzo to his peers. Wesley picked a leaf and said "Leaf outside" while pointing towards the door.



Expressive Art and Design: Being Imaginative and Expressive: Playdough Pumpkin



The children showed excitement while exploring the playdough. We had Mia, Jayce, Wesley, Zephaniah, Maya, Gabriel, and Leo all take part in this activity as they molded the play dough into **different shapes**. Wesley, Mia, and Zephaniah practiced **their fine motor skills** as they squished, rolled, and flattened the dough to their **desired shape**. Zephaniah used his right thumb and index finger to sort the big lentils and add them to his dough. Leo and Jayce developed their **hand-eye coordination by manipulating the materials to fit their ideas**. For example, as Jayce was moulding the dough, he used his right

index finger and thumb to press down the leaves, while Leo used his right hand palm to roll the dough for a **long period of time**. All the children were very proud of their creations as they showed their work to the practitioner. Gabriel and Maya asked for the work to be saved and to keep it safe because they wanted to take it home.



Physical Development: Moving and Handling - Conker Tree Painting



Rainbow room children all took part in painting their autumn tree. Jayce and Leo used the conkers to dip in orange paint and create small lines and dots on the paper **exploring and experimenting with an increasing range of media and movement through multi-sensory exploration and expression**. Leo then used the brush to create lines and circular marks. Lia held the brush using her right hand and made several lines across the paper. Leo looked at his hand and said 'Wash', he then walked towards the gate. Maya and Roxanne each held a conker, Roxanne dipped her conker in red paint and Maya dipped hers in orange paint, and they both made dots on the paper, "look at my spot" said Maya, Roxanne responded and said, "I got red", while she pointed

print. This shows they enjoy and respond to playing in various ways, for example, by combining and using their own ideas.

**HARVEST
FESTIVAL**

Expressive Art and Design - Collage of a Scarecrow

Rainbow Room loves getting **creative** and exploring a range of arts and crafts resources, so we created our very own scarecrow using paint, junk modelling goods and natural resources. We looked at pictures of a scarecrow to build on their understanding of what a scarecrow is and what it is used for. Rainbow room children then practiced learning to **use a tool appropriately** as they held the brushes using a **digital or tripod grip** while making various lines, circular marks, and dots on the paper plate. As the painting started to dry, Maya, Mia, Leo, Henry, Jayce, Lia and Ayman all added detailed features to make their scarecrow look as real as possible by adding hay for the hair and googly eyes.



Black History month

Black History Month

Rainbow Room children have been learning and celebrating Black History Month. We used a range of books to help build their understanding. We focused on many activities such as listening and dancing to African music, dressing up in cultural clothing, making fruit salad, and collages of fruits and animals reflecting on the Handa Surprise story.



Literacy Development: Reading / Handa Surprise

Our children chose the story Handa Surprise which they read as part of their circle time session. All the children showed excitement as they sat in a circle waiting eagerly for the story. As the practitioner read the book Vincenzo said, "Look pineapple", the practitioner turned the page, and Maya said, "Monkey got banana", "Oh no" said Mia as she joined in [showing she was able to identify and copy familiar expressions](#). Jayce looked at the zebra and made babbling sounds, Leo said "monkey" and made the whoop sound, [this showed he is able to join in with actions and sounds in a familiar song and book-sharing experience](#). Gabriel looked at the antelope and said "What's that" so the practitioner answered his question and helped label all the animals, and the children repeated the names while closely looking at the image of the animal. As some of these animals were new to the children, the practitioner took time to explain the features of the animals where they live, in this case, Kenya which is where the storybook is based.



Being Imaginative and Expressive: Creating with materials / Handa Surprise Basket

Reflecting on the storybook Handa's Surprise, the children created their very own basket using sticking craft resources. As the children continued using [single-handed tools appropriately](#) to spread the PVA glue on their paper. Roxanne, Maya and Mia were very engrossed in the activity as they spent [a long period of time](#) adding fine details and patterns using different shades of crepe paper cutouts. "I want this one," said Maya as she selected the pink crepe paper. Maya then observed small details on the crepe paper cutouts and said, "It has small spots on it". Furthermore, Roxanne confidently demonstrated their skills by practicing her fine motor skills as [she explored and experimented with an increasing range of media and movement through multi-sensory exploration and expression](#). For example, she held the glue stick using her right-hand [tripod grip](#). She then engaged in conversation with her peer Maya and shared her thoughts expressing, for example, "I want the pink and people paper" as she reached out for the cutouts.



Bonus classes

Tiny Mites



We had another fun-packed session of Tiny Mites, and it was wonderful to see the children all engaging, **singing along, and showing off their dancing skills**. As usual, we start the session by sitting in a circle and greeting Christine and her amazing fairies by singing the Tiny Mites welcoming song. Leo, Mia, Roxanne, Wesley, and Zephaniah all waved at Christine and **sang along and imitated** the 'round and open' actions. We then took a drive around the tower, as the children used the plate to imitate the steering wheel movement by rotating the plate in a circular motion. Rainbow room children were very **vocal** and sang as loud as they could with Christine guiding them and giving them **simple instructions**. Zephaniah and



Jayce imitated many actions such as tapping the plate for the beep sound. All the children did very well and **listened to instructions** given by Christine as they were able to hand back the plates upon request. For this session, we had a new bouncy friend Mr Kangaroo. Roxanne, Maya, Vincenzo, Mia, and Gabriel showed interest as the kangaroo bounced past, they all took a turn to stroke the fur "It's soft" said Gabriel, while Leo said "Roo". All the children observed the kangaroo's movements and stood up and started jumping to the kangaroo song around the room while learning to **move in a range of ways, freely and with confidence**. To end our session, they **popped** as many bubbles as they could reach while listening to the goodbye song. "Bubbles" said Mia while using her right index finger. Roxanne started giggling as a bubble landed on her nose!



Sunshine Room

Autumn



The babies were introduced to the theme of autumn as there was a change in the season. They have been noticing the leaves fall outside in the garden, pointing them out and picking them up. Their interest in sensory play was integrated into the theme, such as making playdough in autumn colours and scents, painting, gluing, sticking,



mixing, pouring, and exploring different textures while creating their autumn-themed work. The colours red, orange, and yellow were reflected in the room setup. We used leaves, twigs, pinecones, conkers, and tactile resources, we also had puppets that reflected the theme such as squirrels, badgers, owls, rabbits, and foxes. The babies also had access to autumn books, and pictures as well as learning autumn songs. Babies and young settlers had the option of either having a go or exploring in the sensory baby corner. The other activities that the babies participated in were leaf rubbings and drawings, and What's in the Bag Autumn edition.

Physical Development: moving and handling - Making Autumn Playdough



The babies participated in making playdough one morning and we chose to use red and orange colours. This supported the babies to **enjoy the sensory experience of making marks in damp sand, paste, or paint**. All the babies were given a bowl and wooden spoon, the practitioner set out the ingredients to make the play dough such as flour, oil, water, and colouring. We added the first ingredient which was flour, and each of the babies had a go.

Nell and Sandara confidently added the flour to their bowls and started mixing. Ibraheem and Jasper needed some support but still **had a go** adding the flour. Their **hands start to operate independently during a task that uses both, with each**

hand doing something different at the same time. We then added all the other ingredients and the babies had turns adding it to the bowl and mixing. Nell pointed to the water and said "More", she then helped the practitioner add some more water to the playdough mixture. Ibraheem enjoyed using the wooden spoon and he mixed the ingredients around in the bowl and **became absorbed in combining objects**. Jasper liked to use his hands to feel the different textures like the water and flour. Sandara said "Oh wow" as the mixture changed colour after adding the colouring.

The babies all participated significantly in the activity and enjoyed making the play dough. The play dough was later used in the room as part of the free play set up which the babies freely explored and with the help of the practitioner, the babies cut out lovely autumn leaf shapes from the dough as they **explored objects by linking together different approaches: looking, feeling, pulling, turning, and poking**.



Mathematics: Measures - Making Autumn Soup



To further extend our autumn theme, we made autumn soup. The babies gathered a variety of materials such as leaves twigs, acorns, and conkers. This activity aimed to provide the babies to **explore capacity by selecting, filling and emptying containers**. The babies were curious as they saw the practitioner setting up the activity and they all gathered around.



Nell participated throughout the whole activity, she started off collecting the ingredients she wanted to add, she specifically liked the leaves. Nell picked up some leaves and shouted out “Red one”. This shows that the use of **prior knowledge in the activity and awareness of different colours**. Ibraheem was not keen on collecting the leaves, however, once we started to make the soup, he enjoyed splashing the water with the wooden spoon. The babies enjoyed **the sensory aspect of the activity such as feeling the different textures and splashing the water**. Jasper participated in stirring the ingredients in the pot but not for long. Sandara, Malaiya, and Amiyah didn’t show interest at first but rather watched their peers collecting everything, then after our pretend soup was prepared, they had a turn at stirring the soup as they were curious as to what was being made.



Physical Development moving and handling - Mixing colours



As part of this week’s theme, the children were mixing colours associated with autumn during a morning task as we had five children present all participating in the activity. Ibraheem was keen to get involved he dipped his left hand into the paint rubbed it all over the paper, and also used the paintbrush to mix different colours, he **enjoyed the sensory experience of making marks in the paint**.

Jasper used the paintbrush to create different lines and designs with the red while also babbling

with the other children, **frequently imitating sounds and words**. Nell saw the other children painting, so she grabbed a brush and joined in using the orange paint attempting to name the colour.

Solomon was intrigued by the different colours of paint as he used his fingers to feel the paint creating **finger painting using his fine motor skills**, while also rubbing it onto the paper. Ayat showed a **willingness to have a go** and made a few marks holding the paintbrush for a few seconds with support.



Expressive Art and Design/creating with materials - Conker rolling



The babies participated in a conker rolling activity to **notice and become interested in the transformative effect of their action on materials and resources**. Nell helped the practitioner set up the activity showing **interest in independent skills**. She was intrigued with the paint being mixed and **showed a “can do” attitude**.

We then went to collect some conkers before starting the activity. Nell, Jasper, and Malaiya sat around the table put their aprons on and were curious about what the activity was.

They **used their senses to explore** the conkers looking closely and watching as the practitioner dipped it into some paint.

Jasper and Nell imitated this action and then placed the painted conkers in the tuff tray with paper. Malaiya dipped her fingers in the paint and made some lines on the paper. The practitioner then shook the tuff tray and the conkers started to roll around, this moved the paint everywhere. Nell laughed and helped the practitioner shake the tray. Jasper and Nell participated significantly in the activity, they really enjoyed making the patterns on paper with the conkers saying **single words** such as “wow! Look!, rolling, painting”.



Black History Month

Our next focus for the week is to introduce the babies to Black History Month, incorporating diversity. We will use this opportunity to carry out activities which involve different cultures from Africa and images of famous people. By exploring our different skin colours and cultures they will learn how we are all different. Will use dolls to show care and love and dress them in cultural clothes.



Understanding the World: people & communities - Dressing up diverse dolls

The home corner carpet was set up with dolls of different ethnicities and some dressing-up clothes. The practitioner encouraged the babies to pick up a doll and they were asked to put some clothes on of their choice allowing them to make choices. **They showed interest in photographs of themselves and other familiar people and objects.** We pointed out the different colours of skin, hair, and eyes as we dressed the dolls, such as “She has curly black hair”, Jasper reached out and stroked the hair then Nell also stroked the hair. Sandara's doll had straight brown hair and she sat attempting to put clothes on her doll, she managed to get a trouser leg on and one arm in a dress. Amayah kissed her doll and pointed at the eyes, nose, and mouth then she was supported by a practitioner to put a dress on it. Ibraheem and Rumi showed little interest individually, but the practitioner showed them some dolls which they touched, stroked, and smiled at. The practitioner also showed the babies some African clothes, but they didn't want to wear them so they were left out to observe and feel as the children please.



Personal Social and Emotional Development: sense of self - Diverse handprints

The practitioner prepared three different colours of paint which roughly resembled their skin colour such as pink, tan and brown. Using paintbrushes, we demonstrated to them one by one how to paint on their hands and then print onto the paper.

The children **showed their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas.** Sandara was able to carry out the activity independently once she was shown, she rubbed both hands together and did double



prints on the paper. She repeated this a few times. Nell, Jasper, Amiyah, and Ibraheem were supported by the practitioner to paint their hands and they placed their hands onto the paper and then noticed the marks they made by smiling and pointing and then looking back at their hands. This shows they [are making connections between their movement and the marks they make](#).

Jasper, Sandara, and Amaiyah also did some free painting with the paintbrush as they showed interest in dipping the brush in the paint and saying "more". Jasper dipped his hand in the pink paint and began rubbing his fingers together as the paint felt a little sticky. Ibraheem used the



wooden spoon that he was carrying around, dipped it in the brown paint and made strokes of paint. The practitioner supported Rumi by applying the paint to her hand so that she could make handprints and she watched attentively. She had her right hand in a fist and the practitioner asked her to open her hand and she slowly did. She made handprints with light and dark brown paint. Jasper, Ibraheem, and Amiyah also made handprints with all the different colours as well as made strokes of paint using the paint brushes. The activity was a fun and interactive way for the babies to explore colours and relate to different skin colour tones that they may have.

Harvest

The babies have been focusing on the harvest season following on from the autumn theme. They have been participating in activities involving lots of harvest crops, such as pasta, rice, and lentils, making fruit salad, and vegetable soup, a scavenger hunt in the garden, and vegetable printing that developed their sensorial skills. We have also incorporated the harvest theme into our daily setups by adding fresh vegetables such as pumpkins, potatoes, carrots, and onions into our home corner and putting out books such as Handa's Surprise for the babies to explore.



Physical Development: Moving and Handling - Soft Play

Nell, Ayat, and Jasper were first to explore the soft play, smiling with excitement Nell and Jasper ran and jumped on the soft play equipment. [This shows their interest in soft play and their curiosity to explore the various elements around them](#). Ayat sat on it for some



time with her comfort blanket observed everyone and was later encouraged to join in. Jasper and Nell both climbed the large piece and rolled around. Amiyah was supported by a practitioner as she attempted to jump, laughing, and repeating the word jump. She then sat on a seesaw piece and was rocking on it.



Personal, Social and Emotional Development: Health and self-care - Making Fruit Salad

The babies made fruit salad with apples, oranges, and kiwi. The practitioner set up some chopping boards and some butter knives. **This allowed the babies to practice their motor skills by holding the butter knives and chopping the fruits.** Each baby was given one and they watched as the practitioner peeled the fruits. The babies were given a slice of each fruit, and they practiced chopping them with support. Once the fruit was cut, we placed it all in a bowl and the babies had a go mixing the fruits. Jasper, Ibraheem, Amiyah, Nell, and Yousha all engaged well with the activity and they really enjoyed trying the fruits. **The babies were able to grasp the fruits and control the movement of holding the spoon to mix and the knife to cut.** Once the salad was made, it was shared between the children in individual cups for the babies to eat.



Communication and Language/ Understanding & Speaking - Exploring Harvest crops

The leading practitioner gathered the children on the carpet by singing the circle time song and had two baskets full of fruits, vegetables, and dry foods. Nell was very intrigued by it and was attempting to reach out and grab the food, but the practitioner encouraged them to wait as everyone was still sitting down and trying to get everyone's attention. Nell, Sandara, Jasper, Ibraheem, Amiyah, and Yousha were around the activity showing interest.



The practitioner began by naming the vegetables and showing them one at a time. There was a variety of harvest-related foods such as sweet potato, white potato, onion, pumpkins, carrot, apple, orange, pasta, rice, and lentils. Nell was good at repeating the names back such as *pumpkin, potato, carrot, apple, and orange* **using single words.** As Sandara was given the onion she pinched her nose and said "eew" making us all laugh!

All the babies **used to point with eye gaze, and then fingers or hands, to make requests and to share an interest.** Jasper was attempting to bite the orange, kiwi, and apple but the practitioner explained they are for looking, touching, and smelling **as a means of exploring their senses.**

Then we began passing around the orange and apple to smell too. Amaiyah was having a one-on-one with another practitioner and eventually, she showed interest and began babbling and exploring the foods. Yousha also noticed them and picked them up with both hands then tried to mouth them **developing the ability to follow others' body language, including pointing and gestures.** The practitioner identified the fruits from the vegetables. Then we looked at some pasta, rice, and lentils which they were interested in touching and feeling as they squeezed the bag of lentils. Overall, it was a new experience for the babies which they enjoyed exploring.



Bonus Class

Tiny mites

Communication and Language/listening and attention.

Ibraheem, Jasper, Amaiyah, Nell, and Rumi joined in with Christina who led the music session. This encouraged the babies to **enjoy rhymes and demonstrate listening by trying to join in with actions or vocalisations**. They observed Christina with the practitioner by their side as she sang 'round and open'. Ibraheem stood up, watched, and engaged the whole session whilst standing. He was bending his knees and bopping to the next song **moving the whole body to sounds they enjoyed, such as music or a regular beat**.

Christina gave out plates as steering wheels for the driving song, Ibraheem, Nell, and Rumi were able to imitate the actions by tapping the plate when she said 'beep, beep, beep', they copied by moving the plate round whilst holding it with both hands, and then they put their plate on their head. They were listening to instructions well and they were able to hand the plates back upon request.

The next song was the bouncy kangaroo and Nell got excited as it bounced past and touched her, she laughed and then quickly sat down. All the babies saw the puppet kangaroo bounce on them,



then we were asked to get up and bounce to the song and actions like a kangaroo, only Nell, Ibraheem, Jasper, and Amaiyah got up to **move their bodies to the beats, and imitate the actions to the song**.

After that, they were given some rattles, they did the shake shake song, also moving their body to the actions. Yousha joined in by sitting with the practitioner in his comfort zone and observed the whole session, he had a rattle and shook it with his right hand. To end the session, they had bubbles as they sang the goodbye song, they all reached to pop the bubbles and said "Pop, pop, pop, bubbles".



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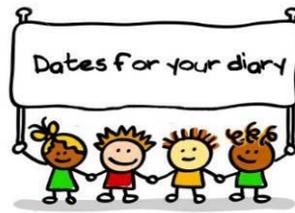
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Look out for all updates.



27th Month Review

Thursday 7th December

Parent's Afternoon

Wednesday 6th December

End of year Party

Wed 20th December (3 pm to 5 pm)

Nursery closes at 5 pm

Nursery Reopens

Wed 3rd January 2024

Review us

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

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

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

Brook <https://goo.gl/maps/hQrp23ouxaMXY3KY8>

Comments/ Suggestions

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

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