

Happy Birthday!  
Soul, Thomas,  
Karaeah, Safeeya,  
and Amaya



# Roof Top Nursery

Welcome back to all the children, parents and staff following the Easter Break we hope you had a restful break. For those fasting during this month of Ramadan, we wish you a blessed month!

## Akki's baby shower

It was a great pleasure looking after so many shining stars here at Rooftop over the last 15 years. The time has come to say goodbye, each day has been filled with fun, and excitement, we laughed together, played, learned and enriched our lives together. Even though the children will all grow without my help, it has been a pleasure and a privilege to see all the children's personalities grow day by day and see how they have developed in their learning. What an adventure we had together, we have read so many stories, sang over 100 nursery rhymes, shared stories, jokes and danced till we dropped what can I say I'm just so glad I got to be your key person.

I will miss our morning cuddles, hearing my name being called out from the moment I step into the room, not just in Star room but also Rainbow and Sunshine room. I wish you all well and the best for the future. *Love: Akki*



# Thank You!

Thank you to Thomas's mum for donating this amazing bike to the nursery. It has been put to great use and the children love it!



## Working in Partnership with Parents.

We would like to thank all parents/carers who attended our termly online parents' afternoon. We hope you all found the meeting informative and are happy with your child's development. If you haven't done so already, please can you complete and send back the feedback form which was emailed earlier this month. If you did not receive this or have any trouble with the online form, please contact the office and we will give you a paper copy.



The manager has been reviewing the menus with the cooks and has added some new dishes to some of the weekly menus such as Stir-fried rice and our new Japanese dish Salmon Teriyaki which has been a hit with all the children and staff. The new Japanese dish called Salmon Teriyaki is served with roast potatoes, cauliflower, carrots and broccoli.



We started the new term with Inset day, which was held on Tuesday 19<sup>th</sup> April, in which the staff from both sites engaged in training workshops to improve practice. As we have a few new members of staff and apprentices who have joined the company, the topics we chose to focus on were **Report writing, Safety checks, Allergies, and how to complete daily evaluations and observations.**

The training consisted of four interactive workshops led by our Brook staff, the outcome of these topics was to ensure the practitioners have a good understanding and to build on their knowledge of the EYFS curriculum which interlinks with many of the tasks they are required to complete

### Safety check and allergies



This session was led by Lilly, she highlighted the importance of Safety checks in the workplace and how to prevent incidents, injuries, and illnesses from occurring and she also spoke about carrying out thorough risk assessments, identifying hazards, and looking out for simple things that may go unnoticed. Through a safety checks period, the workplace, inspections help to identify and record hazards for corrective action. Health and safety committees can help plan, conduct, report, and monitor inspections.



At Rooftop nursery, our safety checks are carried out 3 times during the day. We take safety checks very seriously and it is our duty to ensure that everybody in the building is safe and any concerns are reported to the management team.

Lilly spoke about Allergies during the second half of her session and the nursery policy and procedure we have in place to ensure each child's particular needs are followed through correctly. We take children's allergies or preferences very seriously in the nursery and always check all ingredients in any food bought and prepared. We provided this training and updated all staff on all children we already have in the nursery with allergies or preferences to ensure they are always given the correct food.

### Evaluations and observations



Evaluations and observations are a big part of showing evidence and recognising children's strengths and weaknesses. This session was carried out by Charnelle, she provided a breakdown of how the practitioners are required to form observations and evaluate their findings based on the children's interests.

The practitioners carry out evaluations and observations daily on all children in order to monitor their progress and development. Through monitoring the children's progress and particular interests the practitioners can plan ahead and support the children whilst linking the information to the EYFS





## Report writing

This session was led by Shaheena, she elaborated on how the practitioners need to create a Report, the policy and procedure to follow and the information required. During this session, the practitioners also had the opportunity to practically take part and form a report to build on their confidence and knowledge of report writing.

Every term we hold parents' afternoon for all children, this gives the practitioners the opportunity to update parents on their child/children's ranges, progress, and strategies used in the nursery and targets both parents and Practitioners can agree to work towards. The trainer focused on the different sections which need to be filled in depending on the child's age, points that need to be included, how to provide examples of how you will support your key child to achieve the target and selecting targets using EYFS.

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## Early Years Foundation Stage (EYFS) and planning

Another topic that was carried out by Peri during Inset day was how to understand and use the EYFS and link it with the children's daily planning.

Birth to 5 Matters guidance supports children's progress toward all the statutory EYFS Early Learning goals

All children develop in different ways which depend on each unique child having opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognize their strengths. All children have agency and curiosity to learn and will interact with other people and the world around them in different ways. Understanding these different ways of knowing about the world is central to understanding who children are and how best to support their development

Children's development and learning are best supported by starting from the child, and then matching interactions and experiences to meet the child's needs. On-going formative assessment is at the heart of effective early years practice. It involves observation of children as a part of all activity, which is most often held in the mind of the practitioner but may sometimes be documented, using this rich information to understand how a child is developing, learning, and growing, and then planning the next steps for the adults in supporting and extending the learning.

The practitioners were given the opportunity to familiarise themselves with the characteristics of effective learning, prime areas, and specific areas of learning during this session and how to link this to each child's progress.



## End of term cleaning

We closed early on the last day of term and did a thorough clean-up of the nursery from top to bottom. All the toys and resources were disinfected, along with the shelves, storage, office, staff room, kitchen, WC areas, play roof and decking. It was also a good opportunity to organise the nursery ready for the new term.

## Staff Award of the Year

Every year, parents, carers, volunteers and staff vote for a staff member they feel deserves to win the title of Staff Award of the Year. It is a way of rewarding staff for working hard and being committed to their job. The staff member with the highest vote will be rewarded with a one-week paid holiday and an engraved trophy. **Please remember to place your votes by 13<sup>th</sup> May 2022.**

### Staff Award Ceremony

The winner will be announced at the staff award ceremony on Friday 27<sup>th</sup> May at 5.30 pm

To celebrate this occasion, **the nursery will close at 5.00 pm on Fri 27<sup>th</sup> May**, so please arrange for your child to be picked up earlier on this day.



## Parent Notices

- ✓ No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- ✓ Please provide a labelled bag with an adequate amount of spare clothes (underwear, trousers, socks, nappies, wipes etc.) Please feel free to label your child's clothing.
- ✓ Please return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, and hats.
- ✓ **If your child is going to be absent or late arrive after 9.30 am** Please call the office between **9.00 am to 9.30 am** to inform us of any absences or late arrivals.
- ✓ **Breakfast is from 8.05 until 8.50 am.** If you wish for your child to have breakfast, please arrive before 8.45 am.
- ✓ Please store buggies in an orderly fashion, do not obstruct the pathways. Please support us by **folding your buggies.**
- ✓ **Pick up times;** pick up time is from 3.30 pm to 5.45 pm Can parents please ensure you are here to pick your child up latest by 5.45 pm, as we have too many parents coming in together which delays feedback and closing the nursery on time.
- ✓ Please ensure you dress your children in clothes you do not mind getting stained or dirty as we have lots of fun and messy activities happening throughout the day.
- ✓ **Parents are advised for health and safety reasons to NOT bring in nuts (or anything containing nuts) into the nursery setting or around the premises. Some of our children have severe nut allergy and therefore cannot be anywhere near nuts.**
- ✓ **Online Banking:** We are kindly requesting parents who pay their fees online to check payments have the correct reference- i.e. your **child's name.**
- ✓ **Parent e-mails:** We send out e-mails regularly to parents to notify everyone of events and updates. If you have not been receiving any emails, then please get in touch. Email: [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)
- **Tapestry:** If you need support accessing Tapestry please contact Antoinette  
Email: [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)



## Reminders

**Tiny Mites: Mondays, fortnightly**

**Football: Tuesdays, fortnightly**

**French: Wednesdays, fortnightly**

**Book bags: changed weekly every Tuesdays or Thursdays. Please remember to return them.**

## Easter

Easter is one of the children's favourite events during the year, for obvious reasons, like chocolate eggs and the Easter bunny, which we ensured to make as fun as possible! We also discussed healthy alternatives for chocolate eggs such as tangerines which we popped in the children's little handmade baskets, showing that the children were able to [eat and show an understanding of a healthy range of food and understand the need for variety in food](#). We are aware that Easter is very fun and enjoyable for children as it is very bright, colourful, and exciting



### **Making Easter decorations - Expressive arts & design – Moving & Handling**

During an activity in which the children created Easter card decorations that they could take home, the children were encouraged to [hold the pencil near the point between the first two fingers and thumb and use it with good control](#). Star room children sounded out each letter of their names and then tried to write their names down along with implementing lots of creative ideas and mark-making. The children gathered the resources and placed them in the middle of the table they mixed colours to create other colours such as green and red to create brown. Alba said, "I'm going to make the card to hide my chocolate eggs inside". Rafal said, "I added glitter and made it very colourful like a rainbow". This enabled the children to develop their creative thinking skills.

Following on from the previous activity of making Easter ornaments Star room children created Easter baskets using coloured shredded paper, ornaments, sequins, crayons and glitter to decorate them. [Throughout the activity the children-maintained focus and showed interest and involvement](#) the children also spoke about the healthy alternatives and added these into their basket instead of chocolates, Rafal said "Oranges" and Alba said, "we can add grapes just like the small easter chocolate eggs". We then spoke to the children about the religious reasons people celebrate Easter and how it is done! We had a group discussion based on Jesus and his resurrection. The practitioner also explained to the children that *Easter Sunday marks Jesus's resurrection*. After Jesus passed away on a Friday, he was buried in a cave tomb. The



tomb was guarded by Roman soldiers and an enormous stone was put over the entrance. On Sunday **Mary Magdalene** and some of Jesus's disciples visited the tomb. They found the stone had been moved and that Jesus's body had gone. His followers realised that God had raised Jesus from the dead. Christians call this the resurrection. Star room showed an understanding of this and **maintained attention, concentrated and sat quietly.**

## Easter / Fun week

### Making Friendship cards - **Mathematical Development**

Before we closed the nursery for the Easter holidays, we provided lots of fun and exciting activities that the children in Star often enjoy or request.

One of the highlights of the week was when the children made beautiful friendship cards, the children were encouraged to **describe their relative position such as 'behind' or 'next to'**, for example, Alba and Helena, both guided each other to draw a flower with a picture of their face. Alba said, "Can you draw my face next to the flower please?". The children were able to make some amazing friendship cards and were able to **use familiar objects and common shapes to create and recreate patterns and build models.**



Star room showed they were **confident to talk to other children when playing and communicated freely about their own home and community.** For example, while making the friendship cards Delia and Helena engaged in a conversation about making cards for their mummies. The children showed a lot of confidence, asking the practitioners for help. Alba asked the practitioner to cut a hole in the paper and to put a thread through it, which shows they are able to **follow instructions without pictures or props and also understand the use of objects** (e.g. "What do we use to cut things?")

### Gardening Project

#### **Understanding of the World**

As the warmer weather is approaching and we have already entered Spring, we have begun our annual gardening project in Star room! We planted a variety of flowers and vegetables and hope for a successful year of harvesting, Star room showed a lot of enthusiasm about planting broccoli and trying to learn the names of new flowers such as *Hyacinth – Hyacinthus*, *Orchid – phalaenopsis* and *Daffodil – narcissus*.



One of the planting activities we focussed on aimed to encourage all children to **show an understanding of growth, decay and changes over time, as well as showing care and concern for living things and the environment.** The children placed their planting pots to store inside the tyres and turned them into a home for new growing life! We started off by going through the seeds we were planting such as lupin, cosmos and

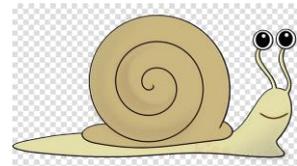


larkspur. The practitioner explained the process of planting to the children, they moved on to measuring the soil, each taking turns to fill their pot. They used steady hands and were able to pour the soil slowly from the large bag. This showed the children were **able to identify their own mathematical problems based on their own interests and fascinations**. They each took turns placing the seeds and watered the soil to help with growth. The children showed interest in the activity and maintained a good level of concentrating, listening to the practitioner as she explained each step. This activity helped children's knowledge about plants and the process, it also helped their fine motor skills as they held the small spade with their hands to scoop soil and held the watering can to pour in the water. Throughout the activity, the practitioner asked the children open-ended questions such as "What do plants need in order to grow?" Rafal said "Water!" Following on from that Alba said, "But not a lot of water".

## Natural resources

### Expressive Arts & Design

After returning from the Easter holidays the practitioner took a small group of children out to the garden to collect some natural resources! This was very exciting for Star room children as they have been showing a lot of interest in insects, they were able to construct **with a purpose in mind, using a variety of resources**. The children found a lot of flowers, stones, large rocks, twigs, sticks, and even a few slugs. We were amazed by how many insects they found and how engaged they were in observing them and their movement. When Rafal found a slug he said, "If we pour water on it, it will come out of the shell to drink the water". The slug came out of the shell the children were all intrigued and maintained their focus for a long period of time.



### Transient art with natural resources

Following on from collecting resources the children combined their items, got a big tuff spot filled with soil and created transient art using the natural resources. This showed that they were able to **select appropriate resources and adapt work where necessary** as well as select **tools and techniques needed to shape, assemble and join materials they are using**. While carrying out Transient art, the children closed their eyes and imagined a scene or picture in their heads, and they were then asked to recreate this using the natural pieces they collected. Throughout the activity, the children held conversations and spoke about what they were making amongst themselves. Using leaves Alba created a picture of herself, Karaeah said "I made flowers". Rafal said, "I made my daddy". De'Andre said, "I'm making a drawing of myself", and Juno said, "I made a flower". The children-maintained focus for a long period of time. We plan to create lots more temporary art pieces with even more resources as we continue our natural exploration.



### Expressive Arts & Design

Star room children continued to focus on exploring the outdoor area and natural world, the children helped prepare the activities by getting all the resources ready, encouraging **the children's independence skills**. The children looked at different colours for painting, using colours of their choice to paint their stones, Alba said "blue is my favourite" as she used the blue paint. The aim of

this activity was to support the children’s fine motor skills whilst they held the paintbrush, [moving and handling and eye coordination, and communicating with each other](#). During the activity, Star room children spoke amongst themselves telling each other what colour paint they were using or the size of their stone. Rafal said “my stone is the biggest” while Felix said, “my stone is smaller.” the children-maintained focus throughout this activity. The practitioner asked questions such as: “where can stones be found?”, and also questioned the children regarding the texture of their natural object. Alba said, “my stone is very smooth”, De’Andre said “my stick feels rough”. [Asking the children questions and explaining the activity, can support their communication and language development and learning new words through the activity, it also helps with their listening.](#)

## Bonus classes

### Tiny mites

Star room children participated in Tiny Mites this month they learnt some new songs to which they danced and moved to. Janine commenced the session with some action songs, then they moved onto the next part of the session where she introduced Magic (the tiny mite puppet) Janine introduced the children to a game where if she didn’t mention the word Magic the children should not do an action but if she said Magic all the children need to respond to what they were requested to do, which was a similar game to Simon says. They all took part in this very well and followed the instructions given.



Another game Janine played was the driving game, the children also told her their favourite ice cream flavour and colour. They also did a physical activity by jumping up and down, dancing, and shaking their body. Janine provided the children with individual plates to use as steering wheel’s as they role-played driving, each child chose their favourite colour plate to use to drive, they used both hands to hold the plate, pretending to drive and steer their wheel from side to side. Janine then showed the children a dinosaur and asked them to feel the texture and stroke it gently, to which they all took turns feeling the dinosaur, they also roared like dinosaurs, and jumped like dinosaurs. the children were then encouraged to be gentle with the dinosaur and say bye-bye.

This showed that the children were able to [introduce a storyline or narrative into their play](#). Towards the end of the session, Debbie used bubbles with songs; The children were all excited, they stamped the bubbles on the floor and jumped to catch them. [Throughout the session the children-maintained focus.](#)



# Rainbow Room

## Easter

### Easter egg potato print printing

#### Physical Development - Moving and Handling

The practitioner prepared the activity for the children by setting up all the equipment ready such as green and blue paint, paintbrushes, and coloured paper. The aim of this activity is that the children to explore different coloured paint and mark making on their own paper. This activity also encourages the children to use their language to communicate the colour of the paint and the patterns



Firstly, the adult demonstrated how to print using their potato pieces. Gene reached out his hand and picked up the paintbrush, he used his fine motor skills to pick up the brush to paint the potato and choose the colour he wants. Dylan dipped his whole hand into the blue paint and started printing



his handprints onto the paper. Delia said, “can I have a green potato please?”. Gene said, ‘I am going to use the paintbrush to paint on my paper’.

To extend the children’s learning further the practitioners set up an Easter picnic in the home corner to help support their personal, social and emotional development, the practitioners modelled turn-taking to the children when it came to feeding the dollies, and what food the dollies like, this was to help make a connection to everyday choices and decisions children make and why they make them.

### Making Easter Baskets - Expressive Arts and Design



In order to build on the children’s creative skills, the practitioners presented the children with a number of resources, such as various decorative materials: glitter, colourful tissue, sticky beads and different colours of paint. When making their Easter baskets or painting the eggs, the children were encouraged to experiment with colours, design and forms, as opposed to having a pre-determined outcome. Such an approach helps to



facilitate a rich learning experience where children can explore changing colours or understand how to **create new effects**. Rainbow room children continue to enjoy outdoor play, they have a lot of free play which varies between outdoor on the decking and the play roof. Rainbow room children play alongside and together, they all enjoy games such as catch, playing pretend play with their babies and dollies and sleeping lions.

## Settling in



As we returned to nursery after the Easter holidays, we have been focussing, mainly on the needs and interests of the children, using their interests as leverage to support their return to the nursery. The children engaged in fun activities such as messy plays, and physical activities such as yoga, dancing, and obstacle courses. This helped to support the children's emotional needs as they separated from their main carers after the Easter holiday break.



### Communication and Language - Speaking

#### What did we do in the holidays?

We were happy to welcome all our lovely children back at nursery, ready to have loads of fun! To support the children to be **able to speak about past events and use descriptive words in sentences**, we had a group discussion, **taking turns**

**to speak** about what the children did during their holidays. Some of the children spoke about and described going to the park with their family members, others had a BBQ and enjoyed eating some yummy food, and some visited a museum. We were so happy to hear all their stories as they showed joy in retelling them.



### Mathematical development- Colour theme of the week

Every week Rainbow room has a colour theme of the week that they have been introducing to the children before the Easter holiday. To support colour recognition in line with our Easter activities the colour for Easter week was Yellow. Some of the activities were set up with the colour theme yellow which the children had access to throughout the week. We had yellow spaghetti and yellow playdough.

### Literacy: Writing – Drawing Letters in Powder Paint

To introduce the children to a new challenge, we encouraged the children to **learn and draw simple letters** in powder paint using paintbrushes. The leading practitioner demonstrated how to do this by thinking about a letter and then drawing it into the powder paint with a brush. The children drew letters of choice, Delia drew a letter D, and the practitioner then said the letter out loud, sounding out the phonic sound of the letter and giving an example of a name of an item or object that began with that letter.



For example, the practitioner drew a 'D' for the Delia, Dylan and Dentist, she then sounded out the phonics sound of the letter; "D, D, D". Some of the children showed attentiveness as they listened and gazed at what the practitioner was doing and saying, whilst others repeated by saying: "D, D for Dentist" Some children just enjoyed the sensory experience of making marks in the powder paint, spreading it around using circular motions with their hands and feeling the soft, powdery texture between their palms, whilst others showed awareness of the powder's changing colour as they're mixed together, exclaiming: "It's changing colours now". The children learnt about the cause and effect of colours.



To extend the children's recognition and understanding of shapes and letters, the children had access to resources as part of free flow play, including bamboo sticks. Delia picked up one bamboo stick and said 'stick'. She then laid out the sticks on the table making a triangle shape. Luna said 'look at that' pointing to the triangle. Ada began to make a triangle shape using the bamboo sticks as well.

### Intervention - What's in the bag

To support the children's ability to recognise and label objects by their name and identify them from a group, a practitioner has been supporting the children in individual small group sessions or one to one intervention.

One to One intervention sessions take place in the staff room to ensure the session is in a quiet undisturbed area. The session on this occasion was held with Zayn. The aim of the session was to build on the children's speech through objects of interest and songs.

Zayn began by taking an object out of the bag one by one, the focus 4 objects for the session were a wooden car, a shell, a ring, and a ball. The practitioner asked open-ended questions to help support and extend children's language development such as when a child says 'car' the practitioner will repeat this word back with extended vocabulary such as 'yes, this is a fast car' the practitioner allows the children to explore words, extend on these words, explore the object and take turns to take items out of the bag. **listening to others in one-to-one or small groups, when conversation interests them.** The children are supported by the practitioner by using visual card pictures of what is happening now and what will happen next **being able to follow directions** and supporting them to understand the rules of the session such as good sitting, and good listening. Lots of positive praises and encouragement are given to the children whilst taking part and the children really enjoy this special one to one session with their key person and practitioners in the room.



## Dinosaurs

As the children showed interest in the dinosaurs that we had set up during the previous week we extended this interest by teaching them the various names of dinosaurs and teaching them facts. We watched short clips of educational video clips which were fun and interactive. It explained a few facts about dinosaurs including what they looked like, their different shapes and sizes and where they lived in different parts of the earth, for example, some lived in the sea, others lived in jungles and others lived in the desert. The children learnt about stegosaurus, micro raptors, plesiosaurs, and a tyrannosaurus rex. We learnt some very interesting facts including that most dinosaurs were herbivores, which means that they only eat plants, while others were carnivores, eating other wild animals. We also found out that the plesiosaurus dinosaurs lived in the ocean much like whales and dolphins.

### Interesting Fact!

The Micro Raptor is the smallest dinosaur compared in size to a Black Crow.

**Micro Raptor**



**Plesiosaurus**



**Stegosaurus**



### Making Salt Dough Fossils

#### Communication and Language Listening and Attention

The children began their dinosaur fun-filled week by exploring with messy activities, creating fossils using salt dough.



The children began the activity by watching a short clip that explained and described a few facts about dinosaurs

including the names of the different dinosaurs, explaining how an asteroid hit the earth and then all the dinosaurs were gone and how long ago the dinosaurs were alive.

The children enjoyed [repeating these facts](#) and their knowledge and their understandings were tested by asking them questions relating to what they had listened to and seen in the clip.



The children then began by combining **the salt dough** ingredients together including flour, salt and water in their individual mixing bowls and **were given instructions stating the quantity needed**. The children used a small ladle to scoop two spoonfuls of flour out of the bag and poured it into their mixing bowls. They were then asked to use a small cup to get some water, pour it into their mixing bowls and lastly add a few pinches of salt. This encouraged the children to begin to understand **quantity and volume** in a fun and challenging way. The children learnt **adding and subtracting** via **trial and error**, as when their dough was too sticky, they were told that they needed to add more flour, maybe one or two spoons, and if it was too dry they were encouraged to add more water. This also encouraged the children to think, and **problem solve, by finding a solution to their problems by trial; and error**. The children rolled out the dough and pressed some dinosaurs into it, making prints and outline shapes of the dinosaur's body and feet. Afterwards, they painted these fossils using a beige colour to represent how fossils look. Once they had finished, they set them aside to dry.



### **Mathematics: Measure - Making Dinosaur Ice Eggs**

To further extend our knowledge of Dinosaurs, we created dinosaur eggs using small colourful dinosaurs, plastic food bags and water. To **support the children's ability to understand numbers and to test their knowledge of quantity and measure**, we instructed the children to place two small dinosaurs inside their food bags provided. A few children were able to successfully **follow this instruction**, putting two small dinosaurs inside their food bags, while others placed more than two dinosaurs inside their bags. They then **needed some support and guidance from a practitioner to subtract some dinosaurs** and show them two dinosaurs only.



The children were then asked to hold open their food bags while the practitioner poured in some water and then helped them to tie their bags. The children then explored the bags of water for a while, **gazing and pointing at the dinosaurs inside**. "I put two dinosaurs inside on my own," said Ada to which the practitioner responded with praise, smiling and saying: "Yes you did. I am very proud of you, well done". Some other children then joined in and said: "yeah, and me too".

## **Bonus classes**

### **Yoga session**

Rainbow room children participated in Yoga as a bonus class this week, following the practitioner as they took them through some poses and stretches. They explored the **dog pose, cow pose, and snake pose** as ways of stretching out their whole



body.

The children did well and were able to follow the instructions and prompts, to ensure they got themselves into the right positions. Some children even made suggestions, thinking of their own ideas for poses that they wanted to do, so the practitioner took their lead and helped them to encourage the other children to follow them. They sat on the floor and stretched their legs out horizontally, touching their toes and leaning back on their hands, stretching their back and legs.



## Sunshine Room

### Children's interests



#### Water play with sponges

The children showed interest in the sponges, loofahs, and sea animals during their water play activity. They used their hands and mouths to explore, splashing the water, while some used the sponges to bathe and washed the sea animals such as the crab and octopus. One of the toddlers

used their imagination and collected a soft toy, dropping it in the water then, showing the practitioner that it was now wet. Two of the children played with the crab in the water, and a practitioner extended their play by encouraging them to count the legs of the crab together. They all splashed the water with both hands right and left while some are using the sponges to splash the water, they all used their gross motor skills and imagination to explore the water play, having their ideas.



#### Personal, Social and Emotional Development: Sense of Self –

#### Me, Myself and I portraits



A practitioner explained in simple terms that the children were to draw what they could see in the mirror as they look at their reflections. The practitioner showed them the plain paper, colouring crayons, and provided mirrors to see themselves. Some of the younger babies explored the resources with their mouths, mouthing the mirrors and crayons, scrunching the paper with their



hands, and **making small marks** by tapping the crayons onto the paper. Some children understood the concept of the activity, looking at themselves in the mirror while others were more interested in **making marks using the crayons, on the paper**. The children used the crayons, **gripping with their fingers** and **making marks**. The older toddlers in the room made **line marks and circular marks** while the younger babies made **tapping motions leaving some dots and small lines on the paper**.

### **Expressive arts & design: Creating with materials – Yellow Duckling Playdough**



To support the children's ability to make links and create using various materials using their imagination, the children helped the practitioner make the yellow playdough chicks, combining the ingredients to make the dough. The toddlers were very helpful and used their independent skills to contribute to making the dough. They used a plastic spoon to mix the water and flour, this helped them practice using their pincer grip. Using tools, the toddlers learned how to roll the Playdough



with a rolling pin by watching as a practitioner demonstrated how to do this. The children also enjoyed using the animal cutters to create shapes of different animals like ducks and birds which linked with our easter/spring theme.

### **Settling in week**

As we welcomed the children back into the nursery after the Easter holidays, they all settled back in well, Sunshine room got straight into the routine and enjoyed exploring all the resources. To support the children in settling back in we arranged simple age-appropriate activities such as circle time and water play as well as various arts and crafts which included glueing, sticking and drawing.

### **Personal, Social and Emotional Development:**

#### **Sense of self - Collage activity**

As part of settling back into the nursery, we focused on a theme which was mainly focused on providing emotional support and setting up the room and activities keeping it fun and simple whilst considering the children's interests.

During one of the activities, we let the children stick different types of materials and holographic sheets onto paper to allow them to be imaginative and expressive. We provided a variety of resources for the children to use such as cut out pieces of coloured paper, glitter and PVA glue. They were then guided to use the glue brushes by stroking glue onto the brush and onto



the paper, whilst using a firm grasp and going in different directions, horizontally and in circles, they then chose what they would like to stick onto the paper. The babies attempted to copy the actions shown and felt happy with the way they assembled their artwork. Marley liked swirling the glue stick in the glue pot, she held it in her right hand in between her thumb, index, and middle finger. Luca enjoyed scooping out the glue and dabbing it onto his paper, he repeated this a couple of times and then proceeded to stick little strips of paper onto his sheet. Blue Jean enjoyed picking out the shiny pieces of paper from the container and stuck them down onto her paper with her right hand.

### Communication & Language: Water play with Sealife animals



An activity outdoors the babies enjoy is water play, the practitioner set out a water tray with sea life animals to maintain their interest and to keep them occupied within a group to help develop their social and speaking skills. They all listened to the practitioner whilst she explained to be careful, not to get wet and to share the sea animals with other babies. The babies showed enjoyment as they explored using their hands as they used their fingers to squish the sea animals as well as splash the water around. Many of the babies recognised what animals were there and communicated with words like 'ducky, sea, fishy, turtle and octopus' using single words. Flynn particularly enjoyed this activity, he picked up different sea animals and named them, some of the words he said were

"ducky", "seal", "fishy", "crab" and "turtle". Maya and Gabriel enjoyed splashing and swaying their hands in the water. Phoebe brought over an octopus to the practitioner and said "worm", the practitioner said, "this is an octopus" Phoebe tried repeating and said "optus"

## Ramadan

The theme for this week was Ramadan as it is the holiest month for Muslims, the children got to bake date biscuits, decorate moon and star cut-outs, and make buntings. We introduced a variety of activities related to Ramadan which the children could engage in to develop their understanding of different cultures and people's communities.

### Physical Development, Moving and handling - Playdough with Ramadan stencils

During a making playdough activity, the children showed interest in watching the practitioner stirring and forming the dough, as they observed they are processing the [understanding of what they are experiencing](#). Though, some children were [willing to have a go and express](#) their abilities. Many of the children [enjoyed dipping and splashing their hands in the water tray](#), holding the spoons with their right hands, and trying to help the practitioner stir the flour and oil, demonstrating [moving and handling of their hands and fingers](#). Once the playdough was formed the children enjoyed squashing and flattening the playdough with [their hands and fingers](#) and used the special shape



cutters, we had cutters shaped as mosques, lanterns, stars, camels, and moons which all related to our theme. The children used **single words** such as 'house, camel, mosque' to communicate what they can see as well as **making connections between the movement and marks they made**. The children used their **fine motor skills** to place the cutters onto the dough and cut out shapes as well as use the rolling pin to flatten out the dough.

### **Expressive arts & design: Being imaginative and expressive Making date biscuits**

For Ramadan, we encouraged the children to make date biscuits. The children were given turns to help pour the flour into the bowl and stir it, they scooped out some butter and added a teaspoon of baking powder, we also added some vanilla essence and then formed the dough. The children were intrigued as they watched the practitioner roll out the dough, children then made connections by using the Ramadan cutters



on the dough to cut out their biscuits. We then used our chopped dates to add on top of the biscuits which encouraged their **fine motor grasp in pinching and pressing** the piece of date down. They also had a little taste of the fruit and **explore different tastes and textures**. Max and Blue Jean were **willing to try** and taste the cookies and after they tasted, they asked for 'more'. The children took biscuits home to share with their families.

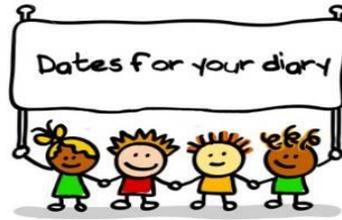
### **Understanding the world: The people and communities- Ramadan themed show and tell**



The practitioner brought in a variety of Islamic resources that included books, hats, scarves, and a prayer mat, she showed the children the resources to which they seemed very intrigued. Four of the children loved the clothing and **were trying them on** as well as **sharing them with the other children, as they showed emotions and understood others' feelings**. Some of the children were



more interested in the books and looked through them and **sounding out** what they could see, 'moon, hat, scarf'. This helped them **develop their understanding of other people and communities** and they got to learn something new. They all sat together whilst the practitioner explained what each item was and what it meant, all the children **concentrated and listened** really well.



**Bank Holiday**

Thurs 2<sup>nd</sup> June & Friday 3<sup>rd</sup> June

**Staff Award**

**Nursery closes early at 5 pm**

Fri 27<sup>th</sup> May (5.15pm to 7pm)

**Open Father's / Male Carer's Day**

Fri 17<sup>th</sup> June (8.30am to 11am)

**Photo Shoot**

Wed 7<sup>th</sup> July (9 am-1.30pm)

**Graduation Party**

Monday 12<sup>th</sup> July (2 pm to 2.30 pm ceremony)

**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 write any suggestions/comments you may have on the space below and return the slip to the office or post it into our suggestion box located in Star room corridor.

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