



A very Happy Birthday to Blue Jean!

# Our Trip to Hertfordshire Zoo

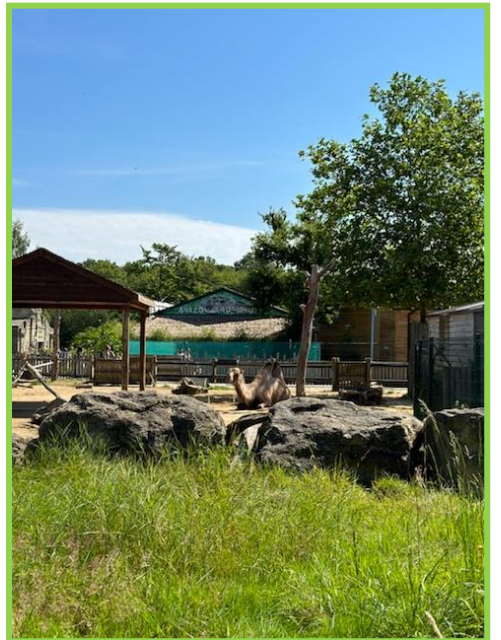
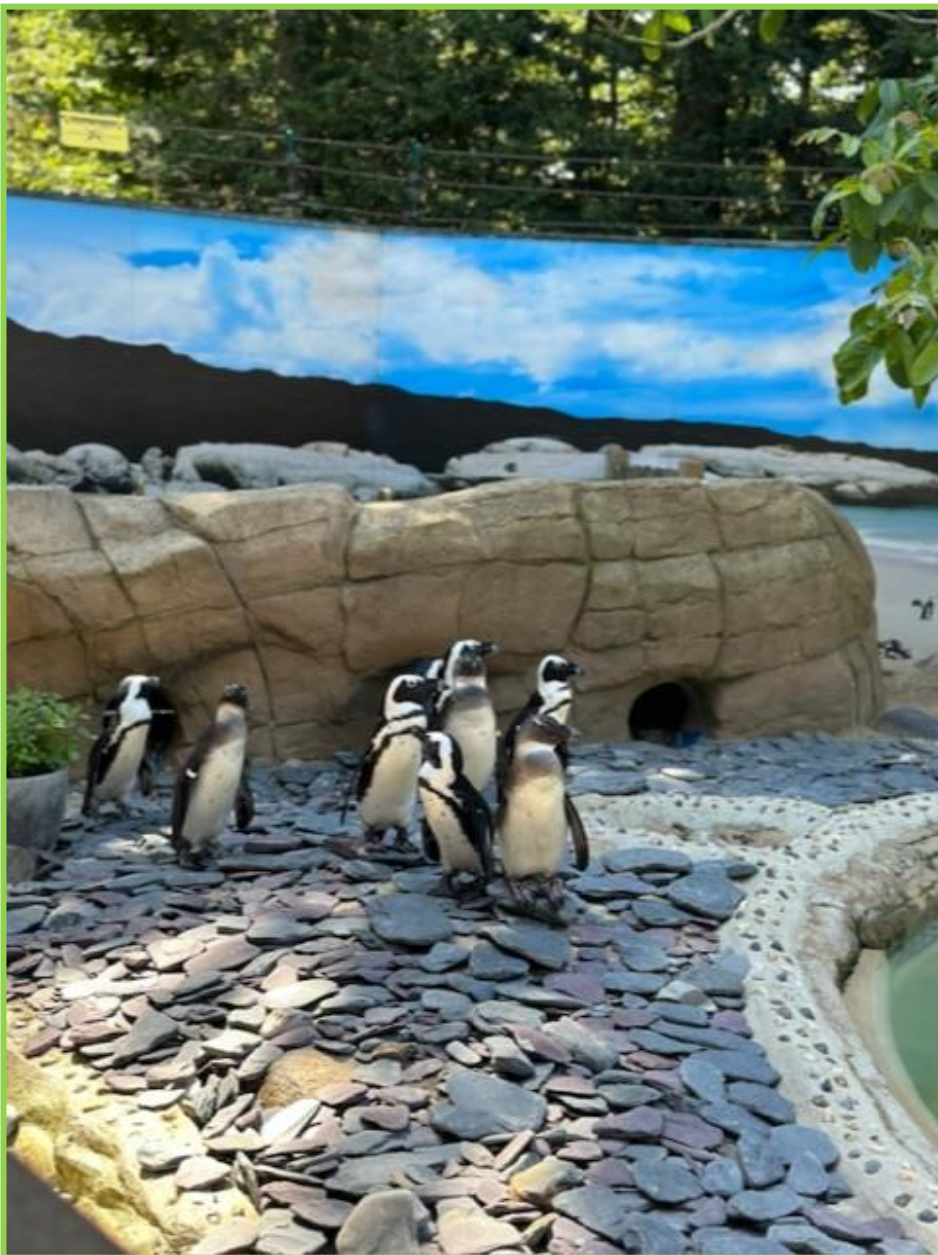
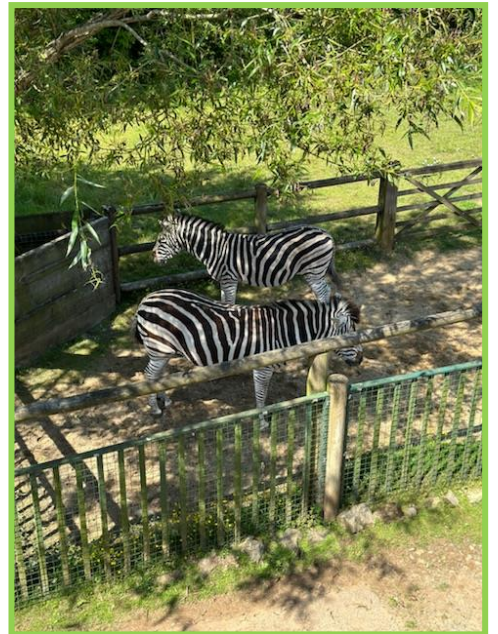
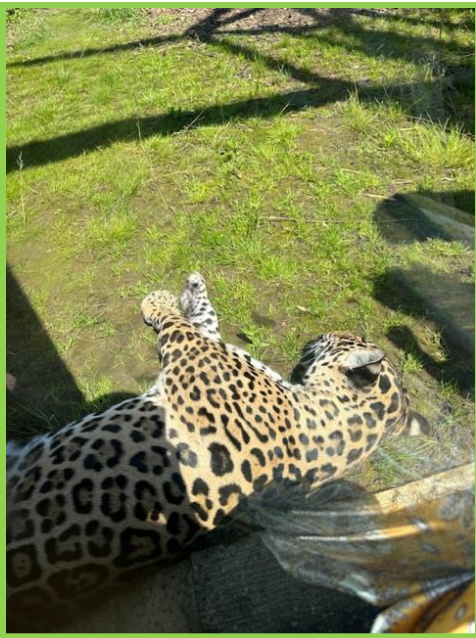
This year we had the opportunity to go to Hertfordshire Zoo for our annual summer trip and enjoy a fun day out with the children, parents, and staff team. We had over 90 adults and children attend this trip which was a great turnout. We travelled in style with spacious executive coaches with music and AC, a service the parents expressed they were pleased with. During the day, we enjoyed having an outdoor picnic together where we got to relax and socialise with the parents and children.



Roof Top Nursery







## Parent Notices

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

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

### Henry: Healthy Start, Brighter Future

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

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

To find out more or to take part please fill in the online form or alternatively, ring on 01865 302973

<https://henry.org.uk/freesupport>

# Sunshine Room

## The Zoo

Sunshine Room babies took part in a range of fun-filled creative activities about zoo animals and dinosaurs following our trip to Hertfordshire Zoo. We extended the children's learning and development enabling them to share their experiences during play. A few of the activities they took part in was painting monkeys, lions, bears and zebras, exploring dinosaurs within sensory play along with our weekly session of yoga and 'What's in the bag?' linking the items to zoo animals.

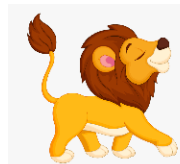


### Animal printing: Physical development - Moving and handling & Communication and language/Speaking

As we introduced the Zoo animal theme to the babies, we began with a simple printing activity where the children were supported with exploring animal footprints. For this activity, we used the large animals as props for the children to visualise and make a link to the theme and the practitioners supported the children to learn their names and features by encouraging them to repeat sounds and words.



This activity was set up with visuals of a tiger, a lion, an elephant, orange paint and brushes and paper. The practitioner showed the babies the animals and used descriptive words such as "big tiger", "lion" and "very big



elephant". The animal figures were passed around for the babies to look at and feel and the children were also provided with a visual printout of some animals to look at.

The practitioner demonstrated how to make the footprints, she selected the lion and dipped its feet in the brown paint and then stamped them on the paper for them to see the marks created. Mirabelle used the tiger as the practitioner supported her to add paint to the tiger's feet and form footprints on her paper. Mirabelle enjoyed holding the tiger using both her hands attempting to stamp its feet and playing with it at the same time.



During the activity, the children showed they could use gestures and body language to convey their needs and interests. Zachariah used the lion, and the practitioner supported him to also paint and print on his paper, then he was willing to have a go, he picked up the lion and stamped it over his paper. Esme and Mae were making choices as they reached for the lion and began stamping on their paper imitating the actions they had observed. The babies enjoyed the

sensory experience of making marks in paint as they also touched the paint on their paper. We used the animals as part of our daily set-up throughout the week.

This activity supported the children to follow simple instructions, explore the texture of the paint and build on their sensory development. The children were also encouraged to use single words to expand their vocabulary and create simple sounds during the activity through repetition.

### Dinosaur sensory bin:

#### Expressive arts and design & Understanding of the world

During our recent visit to Hertfordshire Zoo, some of the children were able to experience Dino World where a range of Dinosaurs were brought to life.

We decided to incorporate this into our theme and used dinosaurs for some activities and linked this to the children's play and learning. Sunshine room babies enjoyed taking part in one of the afternoon activities during outdoor play in the garden. They were provided with a few resources to get the activity started. In the planting bed, the practitioner added a variety of dinosaurs, pots and spoons for the children to use their imagination and freely explore as they wish. Sa'ad, Salah, Esme, Alfred, Tai, Mae and Zachariah were all involved as they stood around the soil bed and enjoyed touching the soil and hiding the dinosaur under the soil, the children watched the toys being hidden and tried to find them.



To support the babies' imaginative play, the practitioner pretended to cook some lovely food for the dinosaur by mixing the soil while singing at the same time. The children were curious and interested in exploring new and familiar experiences in nature: grass, mud, puddles, plants, and animal life. Tai and Alfred imitated the practitioner's actions and repeated the word "mixing" using single words.



The babies enjoyed themselves and showed a lot of interest in this activity as they were able to stay focused whilst exploring the soil and feeling the texture, the children were able to remain engaged and concentrated in the activity for some time. Sa'ad used a ladle to scoop the soil and he spread the soil from left to right with glee. We spotted a spider during our activity and Alfred followed it until the practitioner had to remove it, watching intently where the spider had scuttled away under leaves. Salah picked up the dinosaur when the practitioner asked where they were, Esme was babbling sounds and repeating roaring noises, creating sound effects and movements.

Overall, it was a great experience for the children as they were able to use their gross motor skills and were able to understand their surroundings and notice the different objects around them.

## Sensory play

### Nature Sensory play

Sunshine room babies explored the sensory world linked to the outdoors as the babies had been showing interest in nature and the minibeasts we've observed in our garden. This also followed on from their creative week about the zoo animals especially when they used the soil to explore it. The babies used their sensory skills to explore making sensory playdough, magic mud, bug sensory bin, nature collage, forest sensory bin, bumble bee sensory bin, exploring the mud kitchen and last but not least a sensory box circle time session.



### Sensory Playdough: Physical development - Moving and handling

Sunshine room children made sensory playdough with some lovely herbs such as mint and coriander to add fragrance to their playdough. This was to enhance their sense of smell and they learned these herbs came from our very own garden. The children were given two big bowls, a cup of water, oil, flour, and a wooden spoon.

Salma, Esme, Sa'ad, Salah, Tai, Alfred, and Syra were all ready and excited to start the activity as they were giggling and smiling. The children took turns helping the practitioner add all the ingredients to the bowl and then mix. All the children did a great job using their hands to grip the wooden spoon and mix it as **their hands operated independently during a task that used both, with each hand doing something different at the same time**, and they used



their listening skills to follow the instructions given by the practitioner, **showing they can follow routine events and activities**.



The practitioner encouraged the children to smell the herbs and then taste them if they wanted. Salma did not want to touch the herbs at first but with the practitioner's support, she used her two little fingers to touch them and the playdough. Alfred, Sa'ad, Salah, Tai and Esme were all happy exploring the playdough and also rolling the playdough up and down with the support of the practitioner, **enjoying the sensory experience of making marks**. While the children rolled their playdough, Tai started singing the 'Row, Row, Row your Boat' song and

all the other children joined in. This activity supported the children with their understanding of the world and also being able to see the process of how the playdough is made from the beginning to

the end. Overall, it was a great activity for the children as they enjoyed themselves and at the same time they were able to learn about texture, and colour and discover their likes and dislikes.

### **Magic Mud: Understanding of the world**



In line with our sensory theme, we did a 'Magic mud' activity. During the preparation of the activity the babies first played with the water, splashing the water around. As the practitioner explained they were going to make magic mud she took the soil and added it to the water. Both Tai and Alfie watched closely and when the practitioner encouraged them to mix it, they chose to observe for some time. Esme, Zachariah, Syra and Solomon also took part in the activity. The practitioner encouraged the others and demonstrated to them how to mix.

Alfie followed and imitated the movements by using circular motions to mix the water and soil. Then Tai followed Alfie's exact movements in mixing the soil.

Once we had added enough water to make it soft the practitioner suggested making a cake using the metal bowl as a mould and Alfie responded by taking the bowl and raising it in the air and saying "Cake!". Alfie and Tai helped the practitioner fill the mould with soil and then tapped it to keep it in shape. They all tapped the soil cake using their right hand, Tai and Solomon repeated "tap tap" each time. Syra explored the soil by tapping it up and down with the palms of her hands and swaying her hands left and right. Esme was babbling as she explored, feeling the texture of the mud in her hands as she opened and closed her palm and squeezed the mud in her hand, **exploring objects by linking together different approaches: shaking, hitting, looking, feeling, pulling, turning and poking**. Saad participated in the activity as well and he even got a spoon from the home corner and used it to scoop and spread the mud around by swinging it left and right. The children showed **curiosity and interest in exploring new and familiar experiences in nature: grass, mud, and puddles**.



The next step was to **explore cause and effect** as we added some vinegar to the middle of the soil which created a fizz and bubble effect, and the children watched in surprise as the practitioner pointed out what was happening.



## Olympics

In line with the Olympics 2024 theme, Sunshine Room children took part in Olympic-related creative and physical activities. As the Olympics are currently taking place in Paris, we wanted the children to be a part of this special event that celebrates a range of physical achievements. Sunshine room children took part in Painting the Olympic flag, making an Olympic torch, Creating medals and participating in our very own obstacle course.



### Creating Olympic Flag - Creative Arts and Design

The children engaged in a creative activity making the Olympic flag. The practitioner set up this activity with paper, red, blue, green, yellow and black paint, named the colours and modelled what to do. The practitioner then showed them the medals and explained that whoever wins will get a medal.

The practitioner dipped her finger in the paint and formed a circle. The children dipped their fingers in the red paint and made marks up and down and with the help of the practitioner, the children dipped their fingers in the yellow paint and made stamping impressions on the paper. The babies quite enjoyed this activity as they had the opportunity to explore the texture of the paint and



experiment with a range of media – tools, materials, sound and whole-body movement- through multi- sensory exploration as they made their marks on paper. This activity provided the children with the opportunity to explore using their senses, imitate simple instructions and be introduced to the theme of Olympics.



### Running around cones

#### Physical development

Sunshine room children enjoyed taking part in their Olympic activities which was to run around the cones with the support of the practitioner. Tai, Alfie, Salah, Syra and Alden ran around the cones.

The children were encouraged to then run on their own without the support of the practitioner while they ran safely on whole feet. Only Tai and Alfie were able to run and follow instructions given by the practitioner. Sa'ad, Esme, Mae and Zachariah were not interested in running but they preferred to watch their friends running. The babies were not interested in taking part in the activity, so the practitioner let them crawl around the cones so that they had the opportunity to move around and exercise their gross motor skills at the same time. This activity was great for the children to learn to follow instructions and use different parts of their body to develop their gross motor skills by running and crawling around the cones and improving their balance.



# Rainbow Room

## Animals

The children have taken part in learning about different wild animals as some children have attended our annual summer trip and this year we went to Hertfordshire Zoo. Some children have come back sharing their experiences with their peers and talked about the animals they have observed. The children participated in different craft activities making different animals.



### Handprint giraffe

#### Expressive arts and design - Creating with materials

A small group of children participated in a hand printing activity painting a giraffe. The children were provided yellow paint, some paper and a giraffe/prop which was placed on the table to support the children to understand further of what they were making. The children who participated were Leo, Jasper, Jayce, Sophia, Zenaiya, and Amaru. To begin with, the practitioner showed the children a giraffe and spoke about its features, the shape and colour. The practitioner asked the children if they would like their hand to be painted as she supported them in painting their hands and then stamping it onto the paper to create their handprint giraffe.



Leo was excited to participate in this activity since he likes the sensory feeling of the paint upon his hands, Leo was supported to paint his hands and press the paint on the paper. Jasper and Jayce also liked the texture of the paint and wanted to paint their hands themselves which they did with a paintbrush, **manipulating with a mark making tool in one hand, such as paintbrushes.** Jasper and Jayce both pressed their hands on the table one upside down and one right side up for the animal to look like a giraffe. Zenaiya, Amaru, and Sophia had support from the practitioner to spread the paint around. The children were hearing words such as “spreading the yellow paint,” “Hand printing a giraffe” Leo and Jayce were repeating these words.



Overall, the children learned about giraffes, feeling the texture of the paint on their skin, independent skills and this activity

supported their hand and eye co-ordination.

### What's in the bag with different wild animals

#### Communication and language – Speaking

The children took part in a small group session of ‘what’s in the bag with different wild animals inside. Some of Star room children also wanted to join. Siena, Alice, Amaru, Juliet, Sophia, Maya, Blue -Jean, Bobby, Mia, Nala, Jasper, Zephaniah and Leo also joined towards the end. This activity was carried out on the play roof and the children had a choice whether they would like to join or play. Most children showed interest and gathered around the practitioner forming a circle.

The children took turns in taking out an animal from the bag and we spoke about each item. They were able to wait patiently for their turn as the practitioner sang a song along with the child's name when it was their turn to pull out an animal. They pulled out animals such as a lion, gorilla, camel, cheetah, rhinoceros, giraffe, elephant, crocodile, panda bear and many more. Jasper pulled out a camel, and when the practitioner asked where do camels live? Teddy was passing by and said, "desert". All the children were able to name the animals, and the older children supported the younger children with language as they were able to think and say a lot more things about the different animals such as what they do and what they like to eat, **extending their vocabulary by naming and exploring the meaning of new words.**



When Blue-Jean pulled out a crocodile from the bag, the children spoke about where crocodiles live such as under water and has a large mouth with sharp teeth as they all started to demonstrate a snap action. Juliet recalled her encounter with the dinosaurs at the zoo as some children spoke about how they were scared. The practitioner explained to the children that they were not real dinosaurs and Juliet said, "yes they are robots".



When a child pulled out a panda bear and speaking about them, Leo showed interest and came and sat in the middle of the circle listening carefully to the practitioner as she described where pandas live such as China and what they eat.

Overall, the children were fully focused, learning about the animals and expanding on their vocabulary through the use of language, lots of key words were used and the children also had the opportunity to develop some understanding of different species.

### People who help us

Rainbow room children concentrated on the theme of 'People who help us' as the children have been showing interest in playing with emergency vehicles such as police cars and fire trucks. The children have also shown interest in playing and exploring the doctor's kit, role-playing during free play and trying on doctors' and nurse costumes. Therefore, the practitioners wanted to expand on the children's learning further through their interest by providing them with activities supporting the children in **learning about different occupations and ways of life indoors and outdoors.**

**This is our interest table set up in Rainbow Room**



**Painting a fire engine - Understanding the world – People and communities**



One of the activities that the children took part in was painting a fire engine and the children who participated were Leo, Ibraheem, Sophia, Nell, and Jasper. The practitioner first showed the children a fire engine toy and talked about what firefighters do.

When the practitioner asked what colour the fire engine was, Jasper replied, "Red". Leo started talking about what the vehicle looked like and pointed at the top and said, "Ladder", he then said, "Wheels", **noticing detailed features of objects**.

The practitioner explained to the children what firefighters do such as putting out a fire and saving people from danger such as road traffic incidents and they listened showing curiosity and engagement.

They were provided with paint, paper, and paintbrushes to support them in using mark-making tools effectively. Jasper used his left hand while painting and the rest of the children used their right hand, **showing a preference for the dominant hand**. Leo and Jasper then started painting the toy cars, Jasper painted a little yellow car and Leo painted the fire engine toy.



We then followed on from this activity by reading a firefighter book and the children learned some keywords such as danger, hose, emergency, fire, burning, smoke and many more.

We would continue to support the children's understanding by showing them a real fire extinguisher and practising fire safety in the nursery.

## Exploring the doctor's kit

### Communication and language – Listening and attention

Next, the children explored how doctors help us. The children gathered on the carpet around the practitioner as she introduced the doctor's kit to the children by showing them the tools and demonstrating what each tool was used for. The children who showed interest were Leo, Sophia, Nell, Felix, Jasper,



Amaru and, Iris. The practitioner first showed the children a **stethoscope** and explained that it is used to listen to one's heartbeat. She placed the stethoscope inside her ears and pretended to listen to Leo's heart.

The practitioner asked them to place their hands on their chest and hear their heartbeat. The children were able to **talk about some of the things they observed** such as the tools



inside the doctor's kit and the practitioner named the items and showed the children what they were used for.

The next tool was a **thermometer**, which was placed under Sophia's arm and the practitioner explained that it's used for

checking one's temperature if you are feeling too warm and have a fever. Nell said, "You need medicine" and Leo kept saying, "We need to call the ambulance". The children **paid close attention in listening to others and to the adult in a small group and were able to understand the use of objects.**

The next tool the practitioner introduced was an **otoscope**. The practitioner placed it inside the children's ear explaining that it is used for checking the ear canal. Finally, the practitioner showed the children another tool which was used for checking their mouth and all the children opened their mouths wide and were told to stick their tongues out saying, "Aaaaa" as the practitioner pretended to check their tonsils.

The activity was then followed with a song 'Miss Polly had a dolly who was sick'. We sang this with a persona doll among the children as a prop

Towards the end, the children then practised role-playing using these tools on the practitioner pretending she was not feeling well which was great fun!

## Olympics

The children took part in different sports games focusing on their physical skills and abilities



through a variety of activities linked to the Olympics. The Olympic Games are an international sports festival held every four years. The children participated in many activities involving physical games such as 'knock the tins/skittles', obstacle courses, practicing their jumping, throwing, running, balancing, crawling skills and many more. The children also participated in a few craft activities such as making medals and trophies linking their artwork to the theme of the week.



### Making medals

#### Expressive arts and design – Creating with materials

One of the activities that the children participated in was making medals. The children gathered around the table and were provided with different resources such as cut-out circle shapes, PVA glue, and decorating resources such as sequins, gems and glitter. The children who showed interest and took part in this activity were Ibraheem, Sophia, Jasper and Nell.

The practitioner first showed the children what a medal looks like and explained to the children what its used for. Sophia pointed to the medal and said "star" as she noticed a star sign on the medal. Ibraheem wanted to try the medal on, and the practitioner supported him in placing it on his neck. The practitioner explained that during the Olympics, the people who take part and win receive medals for their achievements.

The children then started decorating their medals by spreading glue using glue sticks and sticking on their choice of resources. **The children used their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.** Ibraheem picked up the sequins with his thumb and index finger and pointed to the pot and said “more”. Jasper wanted to use some glitter, so the practitioner poured the glitter on its lid and passed it to the children to sprinkle on their medals. They were given gold glitter after they were shown a gold medal. Nell was very creative and used the different arts and crafts resources provided. The children were able to show independence and used their fine motor skills to pick up the sequins or gems one by one and stick them on their medals.

## Obstacle course

### Physical development – Moving and handling

Both Rainbow and Star room children took part in an obstacle course on the play roof, to practice different skills and challenge their physical abilities.

The children who wanted to participate in the obstacle course all lined up while the practitioner demonstrated what the children needed to do along with giving them simple instructions. The children first jumped on the steppingstones one by one. Some of the younger children in Rainbow Room were supported by the practitioners.

After they had passed the steppingstones, the children walked on buckets holding ropes with their hands to practice balancing and coordination. This was a little difficult for some children however, it was easy for the older children



in Star room.

When the children arrived towards the water tray, they picked up a ball and practiced throwing the ball through the hoop.





Next, the children went under the tunnel/caterpillar and lastly finished off by climbing on the slide using the steps and coming down sliding down.

The children really enjoyed this activity and had multiple turns to develop their physical abilities. The children were **choosing to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.**

## Bonus classes

### Tai-Chi

#### Physical development – Moving and handling

Tai chi is often described as ‘meditation in motion’ and known as ‘meditation in motion’. Tai – Chi improves strength, flexibility, aerobic conditioning and balance. It’s been proven to improve cardiovascular fitness, lower blood pressure, prevent falls and help who have arthritis. It also has benefits to your emotional and mental health.

Tai – Chi is different than yoga as yoga involves a variety of physical postures (asanas) that may be dynamic and challenging or gentle and relaxing. Tai Chi consists of a series of slow, flowing movements performed in a continuous, circular manner. The emphasis is on relaxation, maintaining smooth transitions, and cultivating internal strength.

The practitioner first started the session with breathing using the ‘Heng and Ha’ method. The Heng and Ha are sounds that you sometimes hear mentioned as being the secret sounds of Tai Chi. The children were instructed to slightly part their legs with their knees slightly bent, arms stretched back saying Heng and then push hands and arms forward whilst saying ha. Heng is an in breath and ha is an out breath, the children were **able to follow directions.**

The children practiced doing this a couple of times and then moved onto the snake pose, they imitated the practitioner where they had their legs spread out and were swaying their bodies from side to side together with their arms and legs, this session supported the children **to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement.**



# Star Room

## Wildlife animals/Zoo

Star room children concentrated on zoo and wildlife animals to follow up on our amazing trip to Hertfordshire Zoo. This allowed the children who attended the trip to talk about the animals they saw and have open discussions with their peers as they shared their experiences and all of the amazing animals they had seen on their trip. We also welcomed some of the children from Rainbow Room and some children who have transitioned children from our Brook site. We encouraged and supported them to communicate and make new friendships with one another and introduced them to the new room routine.



### Hand printing giraffes

#### Expressive Art and Design - Creating with materials

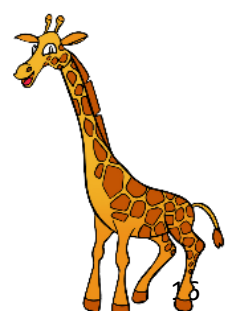
Handprint Giraffe Craft instructions are perfect for helping children develop their creativity, fine motor skills, and ability to follow instructions. Some of the children who participated were Marley, Bobby, Siena, Blue Jean, Lia, Nala, Alice, and Maya, some of whom attended our nursery trip the previous week.

The practitioner began by speaking to all the children about our trip, she asked the children who attended, she asked open-ended questions such as, what they enjoyed the most during their day, she also asked other children whether they had been to a zoo before and what animals they had seen and if anyone had seen giraffes before. Marley who attended the trip responded, "No, we did not see any giraffes, but we saw zebras and lions."



The children were then encouraged to put aprons on before painting to prevent their clothes from getting messy. Marley picked up the brush with her left hand and painted her right hand, she then pressed her painted palm onto the paper. The practitioner asked, "Does a giraffe have any pattern on its skin?" Marley responded, "Yes, it has spots." She then applied small pieces of brown tissue paper to her painted giraffe. In this creative process, the children used available resources to create props or created imaginary ones to support their play and enhance their artwork. They **used various construction materials, e.g. joining pieces, stacking vertically and horizontally**. Bobby and Blue Jean waited patiently for their turn.

The next group included Nala, Lia, and Alice. Nala painted her left palm and printed it onto the paper, pressing her palm with her right hand. As she watched





her peers adding small pieces of tissue paper, she picked them up using her hand-eye coordination. The children **played alongside other children who were engaged in the same theme**. Alice painted both the front and back of her hand and applied brown tissue paper to her handprint using her hand-eye coordination.

Maya then joined the group, she observed her peers, then took an apron, put it on, and asked, "Can I paint?" Maya took the paintbrush and painted her left palm, holding the brush using her tripod grip. All the children enjoyed the activity, experiencing the sensory feel of the paint on their palms, **using tools for a purpose**. They also learned about giraffes, including what they eat and where they live. Through this activity, the children learned about the physical characteristics of giraffes, developed their **hand-eye coordination, and enhanced their ability to work patiently and follow instructions**.

## Making elephants out of playdough

### Communication and Language - Understanding

Playdough helps children develop hand-eye coordination and build concepts of form and shape, enhancing cognitive skills like understanding cause and effect and problem-solving. Additionally, these activities help children follow instructions. In the first group, Alice, Siena, Mia, Nala, and Lia Open-ended questions were asked, such as "Who went on the trip to the zoo?" Marley, who was playing with other resources, heard the question and replied, "I went but I did not see any elephants." The children **listened to others in one-to-one or small groups when the conversation interested them**.

The children were each provided with individual bowls, spoons, and ingredients, the practitioner then showed a model of an elephant and asked the children what colour the elephant was. Nala responded, "Black." The practitioner corrected her response and introduced the word "grey" and repeated this a few times for those that were not so familiar.



The children made playdough by pouring flour, oil, grey colour, and water. Siena, Mia, and Nala used spoons to scoop flour out of the bag, while Alice and Lia poured directly from the bag, using their fine motor skills. Alice commented that it felt soft, while Siena noted, "Look, it's sticky," showing her hand to her peers. During this activity, the children learned about measuring ingredients, following instructions, and developing their fine motor skills. They were able to **understand the use of objects**.

Siena, Maya, Blue Jean, Marley, and Teddy all joined in to mould the shape of an elephant. Marley requested a rolling pin from the practitioner to roll her dough and shape it into an elephant. Teddy said, "I'm going to make an elephant with tusks." All the children enjoyed this activity and were fully engaged in the activity, learning about texture, shape formation, and creative expression. The practitioner gave them step by step instructions to make their



elephant and they were able to **respond to instructions with more elements**.

The next theme we focussed on with the children was, 'All About Science', the children were provided with the opportunity to explore science experiments in a fun and engaging manner. The children have been showing general curiosity and excitement in activities which serve a cause and effect such as the 'Magic Milk' experiment, 'tube gravity' experiments, making a lava lamp, and combining art with science. Through these hands-on activities, the children experimented with different materials, developed critical thinking skills, understood how things work, and encouraged their natural curiosity. Alongside these amazing activities, the children continued with the weekly session of Yoga and Phonics.

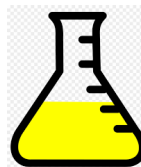


### Magic milk

#### Personal, social and emotional development –

#### Sense of self & Understanding the World -The world

The children eagerly participated in the Magic Milk Experiment, exploring the interaction of various substances and ingredients. Blue Jean demonstrated excellent hand-eye coordination as she carefully poured milk into the measuring cup and then into the bowl. She observed her peers and learned from their actions. When it was her turn to add colour, she confidently chose red and asked to stir the mixture. Using a tripod grip, Blue Jean gently stirred, creating bubbles and swirling patterns in the milk. Curious and engaged, Siena took the bottle of liquid soap, smelled it, and shared the sensory experience with her peers. She noticed that the soap was thicker than the milk and pointed out how slowly it flowed as she poured it in.



Nala, Maya, and Lia patiently waited for their turn, each child adding drops of food colouring to the mixture. They watched with fascination as the milk transformed into various colours. The children excitedly discussed the changes they observed and speculated about the reasons behind them.



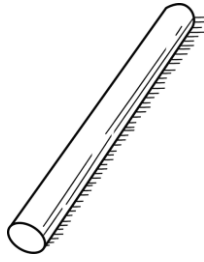
[They enjoyed a sense of belonging through being involved in daily tasks.](#) Alice, Bobby, and Zephaniah observed their friends and soon joined the activity. Zephaniah, eager to contribute in his way, fetched a pencil from the craft table and stirred the mixture with both hands. The children took turns, enjoying the excitement of the experiment and engaging their fine motor skills.

[Throughout the activity, they talked about why things happen and how things work.](#) They explored scientific concepts and experimented with different materials, which broadened their understanding and knowledge.

## Tube gravity experiment

### Expressive arts and design - Creating with materials

The children explored the concept of gravity using different textured tubes. Teddy, Nala, Siena, Lia, Mia, Alaia, Maya, and Blue Jean participated in this experiment.



On the table, there were three tubes: one narrow and smooth, one wide and smooth, and one rough. Teddy, Nala, and Siena were the first to experiment.

Teddy took the narrow tube and laid it straight, trying to push a car through it, but the car didn't come out from the other end. He then tilted the tube slightly, but the car still didn't move. After tilting it a bit more, the car finally came out, which made Teddy happy. He enjoyed the experience and was engaged for a long time, fascinated by the process.

Nala and Siena decided to pair up; one held one end of the tube while the other held the opposite end. They experimented with both the smooth, wide tube and the rough one, excitedly observing how the different surfaces affected the car's movement. [Using their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking](#), Lia, Maya, Alaia and Mia decided to place the wide and narrow tubes onto the rough one and elevate the tubes so they wouldn't have to hold them. They used their hand-eye coordination to play with this gravity experiment, demonstrating active learning and critical thinking as they explored cause and effect through hands-on exploration and experimentation.



## Olympics

This week's activities focused on the Olympics, offering a variety of engaging experiences for the children. The children crafted Olympic rings and medals, which helped them learn about the Games and improve their crafting skills. The children took part in creating flags from different countries, they explored various cultures and took part in physical challenges like the egg and spoon race, beanbag throwing contest, bike race, and long jump were included to build strength, balance, and coordination. The children painted fire on large paper to learn about the Olympic flame which was circulated through the Olympic torch in the run up to the opening ceremony and enjoyed a yoga session to enhance flexibility and relaxation. These activities were designed to encourage teamwork, fitness, and a greater appreciation of the Olympic Games.



## Making Olympic Rings

### Communication and Language: Listening and attention

As part of our Olympics theme one of the first activities we carried out was creating Olympic rings and having a discussion on what the sign symbolises, and the colours used.

The practitioner prepared an activity which was crafting Olympic rings. The practitioner showed the picture of an Olympic rings. The resources which were provided were paper plates, glue spreader, glue, pieces of paper with different colour of what the Olympic rings are. The practitioner demonstrated how to make one use different coloured paper.

The children, including Marley, Maya, Nala, Siena, Juliet, Teddy, and Blue Jean, discussed the Olympic rings and identified their colours. Open-ended questions were asked, such as when the practitioner showed a picture of the Olympic symbol and asked, "What do you see in the picture?" Siena responded, "Hula hoops," Teddy said, "They are Olympic rings," and Marley mentioned, "I watched the Olympics." They created a collage with their favourite colours: Blue Jean picked yellow, Teddy chose red, Juliet chose black, Marley opted for green, and Siena chose blue. All the children use the spreader to spread the glue and apply pieces of paper on their rings.

Focusing on the Olympics, the activities emphasised teamwork and communication. The children [listened to others in one-to-one or small group settings when the conversation interested them](#), which enhanced their understanding. [They discussed why things happen and how things work](#), adding depth to their discussions.

As part of the activity, the children made their Olympic rings by sticking coloured paper onto paper plates. This hands-on activity helped them learn about the symbols and colours of the Olympics while encouraging creativity, fine motor skills, and the importance of working together.

## Knocking Tins

### Physical Development: Moving and handling

The children participated in another fun activity of knock the tins on the play roof as part of our Olympic games theme. The participants included Leo, Marley, Blue-Jean, Maya, Bobby, Nala, Lia, and Teddy. Before commencing the activity, the children were provided with simple instructions and rules to follow, they stood in a line around the table while the practitioner demonstrated how to aim at the tins using the ball.



Leo wanted to go first, and the children cheered for each other while their peers took turns, calling out names and clapping. They showed confidence in choosing resources and perseverance in carrying out a desired activity and used their gross motor skills and demonstrated good hand-eye coordination as they aimed towards the tins and threw the ball.

The children demonstrated a can-do attitude, tried hard even after facing difficulties, and had multiple turns to boost their confidence. The children were able to grasp and release with two hands to throw and catch a large ball, beanbag, or other objects, further enhancing their physical development.

All children were able to knock some of the tins down and Nala and Sophia were able to knock most of them. The children were able to help the practitioner build it back up by picking them up from the floor and placing them according to the number and colours.

This activity encouraged teamwork and positive reinforcement and helped develop their physical skills.



## Bonus classes

### Tai Chi

#### Physical development - Moving and Handling

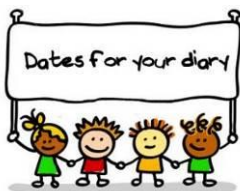
As part of our weekly bonus sessions, Star room children took part in Tai Chi. This activity allows the children to explore the control they have over their movement and balance. This provides a moment of calmness within their day-to-day routine where they can focus on their breathing whilst imitating the movements demonstrated to them by the practitioner to promote/build on their coordination skills.

Marley, Alaia Blue, Jean and Maya were all keen on the activity and observed the practitioner as they moved their arms and legs and balanced on one leg as they begin to understand and choose different ways of moving. The children got into position bending their legs and practiced calm arm movements, swaying them side to side. Marley mentioned “this is tricky” as she was balancing on one leg then Blue Jean said “let’s do it this way” as she showed her peers moving arms and balancing. Teddy wanted to show a pose and said “everyone, watch this” as he demonstrated.



The children were able to share and demonstrate a few of the Tai chi poses such as the fist clench, body and mind balance pose, stretching the body and the push and pull pose. The children showed high levels of engagement and listening skills. As they explored different poses the children were able to **balance on one foot or in a squat momentarily, shifting body weight to improve stability.**

Tai Chi supports their focused attention, enhanced creativity, improved balance, meditation and circulation. All these factors contribute to maintaining good health and focusing on their mind and movement.



### Summer Holiday

**Last day Wed 14th August 2024 Nursery closes at 4 pm -**  
**Re-open Tues 3<sup>rd</sup> September 2024 –**  
Mon 26th August – Bank Holiday  
Mon 2nd September - Inset day

### Winter Holiday

**Last day Friday 20th Dec Nursery closes at 4 pm**  
**– Re-open Fri 3<sup>rd</sup> Jan 2025**  
Wed 25th Dec – Public Holiday  
Thurs 26th Dec - Public Holiday  
Wed 1st Jan – Public holiday  
Thursday 2nd Jan – Inset day

### Review us

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

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

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

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](mailto:office@rooftop-nursery.com)

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