

Happy birthday
to
Idris and Henry

Roof top
nursery



We would like to warmly welcome back parents and children after the Easter break. We hope you had a lovely, relaxing holiday with your family and friends.

This term we have an action-packed schedule, we will be hosting a range of events such as staff award of the year, Male carer's day, graduation party, annual summer trip, photoshoot, and parent's afternoon, so please look out for these upcoming dates and save them in your diary.

SAVE
THE
DATE

Eid ul Fitr

Once the holy month of Ramadhan comes to a close, Muslims all over the world will begin celebrating Eid ul Fitr. After a month of fasting and devotion to prayer, purification, and charitable acts. It is celebrated on the 1st day of the 10th lunar month, Shawwal. The holiday begins with Muslims putting on their best (preferably new) clothes and going to one of the Eid congregations which are very large gatherings of Muslim men, women and children across the world.

Many of our staff team had the opportunity to observe the fasting whilst coming in to work each day & continue with their responsibilities of taking great care of the children's needs. We would like to say a big thank you to all the staff team for supporting each other during this blessed month and well done to all staff that fasted and persevered. To mark the Eid celebration the staff had an Eid party at the nursery with the children & the staff team, sharing some yummy snacks and homemade food with each other. as well as staff dressed up in cultural outfits.





Thank you to the parents of Lia for giving gifts to all the staff after returning from their holiday and to Ibraheem's parents for giving all the children in Sunshine room gifts for EID and for a beautiful hamper for the staff.

We sadly had to say Goodbye to Gabriel who has been with us since Sunshine Room up to Star Room, as he has moved location and could no longer travel to our nursery. Thankyou fir the amazing gifts for the staff, we wish you all the best and hope you keep in touch. We will

We will miss you





Staff Award Ceremony

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 14th May 2024.**



The winner will be announced at the staff award ceremony on Friday 26th May at 5.30 pm. To celebrate this occasion, **the nursery will close at 5.00 pm on Fri 24th May**, so please arrange for your child to be picked up earlier on this day.

Male Carer's Day: On Friday 14th June 8.30 – 11.30 am- keep your morning free!

Male Carers Day/Carers Day is a great opportunity for carers such as **fathers, uncles, grandfathers, aunts, grandmothers, nannies etc** to come along to the nursery and spend quality time participating in **fun activities** with the children. participating in fun activities with your child/ren. There will be special gifts for all carers who attend, and food will be provided.

Our Graduation Ceremony for Star Room Leavers

We are fast approaching our graduation ceremony for Star Room leavers. The children that will be graduating will have a special ceremony on **Monday 15th July which the parents of leavers will also be invited to attend.** The ceremony will begin with a speech by Hafiza at 1 pm and finish at 1.30 pm. The parents of those who are leaving will be invited to attend this ceremony. We will inform parents of further details soon.

We are looking for a volunteer to bake a graduation cake & an entertainer for the children for this special occasion. Please get in touch if you would like to help us out.

Photo shoot on; Wednesday 3rd July 2024 at 9am.

We will have a nursery photoshoot that includes group, sibling, and individual photos too if requested. Please look out for the form we will give out soon.

If this is not your child's usual nursery day you are welcome to drop them off at 9 am and pick them up by 10 am so they can be part of the group photo.

Be sure to dress your children in **bright and colourful clothing** to stand out!

Please ensure your child arrives by 9am to avoid missing the group photo.

Trip update: Thank you for all your suggestions and votes, We will be confirming over the next couple of weeks where our destination will be and then will update you. The trip will take place **on Friday 19th July 2024.**



Roof Top Nursery – Physical/ Outdoor Policy and Procedure

Research shows that our children are less active and can be one of contributing factors in adult life to the development of heart disease, brittle bone disease, obesity, diabetes, low self-esteem and poor motor skills development.

To counteract this, research indicates that if children develop good health habits in their early years, this is likely to continue into adulthood. More active children mean healthier, happier and more physically competent children.

Children at Roof Top Nursery are encouraged to develop the use of their gross motor skills as part of their physical development and to encourage a healthy lifestyle and plenty of fresh air from outdoor activities.

We recognise that an outdoor activity is one aspect of the overall development of a child and the benefits are:

- Supports the development of a healthy and active lifestyle, hopefully into adult hood.
- Children have the opportunity for physical activity, freedom and movement.
- Promotes a sense of confidence and well-being.
- Provides opportunities for social interaction and developing social skills such as negotiation, co-operation and “taking turns”.
- Children learn best through movement or activity.
- Gives children contact with the natural world and offers them unique experiences, such as open- ended play, direct contact with the weather and seasons.

The children are given the opportunity to visit the outside areas at different times during the day and each room will organise times to visit the local parks, provide forest play sessions or surrounding areas.

Outdoor play times for the children aged between 2-4-year-olds, are as follows:

Morning

9.00am -10.00am (Star Room)

10.30am -12pm (Rainbow Room)

10.40 to 11.20am (Sunshine room)

Afternoon

1.00pm – 2.00pm (Star Room)

Evening

3.30 pm - 5.30pm (all rooms)

Free flow;

During spring to end of Autumn, the children will have access to free flow play where children can choose to play indoor or outdoor. During free flow, the nursery playroom doors will be open, and ratios will be managed accordingly by the room leader or deputy/ manager in charge.

During summertime the children can continue to be in the outdoor areas for longer and do not need to come in unless they need to use the toilet, have lunch or go to sleep.

For children under 2's play times are more flexible according to their needs, interest and personal routines of each individual child.

The opportunity to play outside, throughout the year, in all different kinds of weather is as important as playing inside, some of the best learning can only happen outside.

Roof top nursery believes outdoor play should be provided in all weathers and we allow and encourage the children to splash in puddles, build snow men and play fun games. Which requires the children to be dressed appropriately the nursery provides for all the children raincoats and wellies.

Carefully planned, 'risky freedom' helps children to find out about themselves and their capabilities. It helps develop self-confidence, independence and lays the foundations for a healthier life.

We provide a number of physical challenges for the children to carry out and experience, including; balancing beams and obstacle courses etc.

Physical Development.

We believe the importance of purposeful, physical play in the early years through physical literacy in all areas of the nursery i.e. indoor and outdoor;

We believe that all children should have an entitlement to four purposeful physical play;

Objective play;

To give children the opportunity to throw, catch, strike, construction play, fine hand movements.

Exercise play;

Climbing, running, chasing games, trikes, playground games, heavy work, pushing, pulling digging and supervised rough and tumble play.

Expressive movement patterns.

Activities leading to practical suggestions for active expressive movement patterns, Gymnastic movements and Dance, Yoga, Thai Chi

Outdoor education.

Explore natural surroundings, learning in the outdoors and deep play for physical play, mud kitchen, forest play, trips to parks and local areas.

Please refer to handbook STEP into purposeful play – promoting physical literacy handbook in the office for further ideas.

Star Room

We would like to welcome Henry, Aymen, Mason, and Wesley to Star Room, they have settled in well and are building bonds with their peers and practitioners and learning their new routine.

Easter

The children learnt about Easter. In line with British values, we provided opportunities for the children to celebrate this Christian festival as we strive to learn about various religions and cultures. They took part in activities such as making easter baskets and eggs, easter hunts, chicks, and more to enhance their creative skills as well as hand-eye coordination and gross motor skills. We read books and watched videos on Easter introducing the children to the meaning of Easter, and its religious and cultural aspects, to support them in appreciating the holiday.



Making Chickens:

Communication and Language-Understanding



Star Room took part in making chicks to go with the Easter theme. The practitioner had a baby chicken as a prop for them to look at and feel. As it was passed around the children were asked a variety of open-ended questions encouraging them to describe how the chicken felt, the colour, and its size. Marley expressed that the chicken is, “soft,” Juwairiya then added, ‘My mummy’s hair is soft’, [listening and responding to ideas expressed by others in conversation or discussion](#).

They were provided with resources such as paper plates, yellow feathers, googly eyes, and sequins, some children used their whole hand grasp to spread the glue whilst others used the tripod grip. As they finished adding their glue, Juwairiya added her feathers one by one, and the rest of the children added multiple at a time and expressed that the feathers were getting stuck to their fingers. Once they finished adding their feathers the practitioner asked what was missing, Jad replied, “Eyes”, [understanding simple questions](#). They looked at the googly eyes and chose which ones they wanted. Blue Jean said she wanted the purple googly eyes, and when asked why, she responded, ‘Because they have long eyelashes like her’, showing she is [beginning to understand why and how questions](#).

Teddy said he wanted to have big googly eyes and was able to identify which ones were big.

The practitioner went on to ask, what do chickens make? Marley said, “Eggs” and Blue Jean said, “I like to eat scrambled eggs with toast”. Teddy expressed that he doesn’t like toast. In this way, the children conversed bouncing off and extending on ideas and thoughts. They all enjoyed the activity and were engrossed for a long period.



Making Easter egg baskets - Expressive Art and Design-Creating with materials

We made easter baskets as part of the adult-led activity. The practitioner prepared cards and small decorations such as colourful feathers, gems, flowers, and more for the children to use to decorate their easter baskets. Marley, Leo Y, Zayn, and Gabriel all came to the table, [playing alongside other children who were engaged in the same theme](#). They started by spreading glue on their card and then added small details.

Most children who participated in this adult-led activity spoke about the gems they chose and why. For example, Marley chose a heart gem because she loves her mummy, [using tools for a purpose](#). Teddy participated with excitement in this activity, using his moving and handling skills, he [used the tripod grip](#) as he spread the glue to stick gems and feathers to his basket. He expressed his feelings about his mummy and said he wanted to take a flower for his mummy. As Gabriel was spreading glue to his green card paper he said, 'Look it's turning dark green', [continuing to explore colour and how colours can be changed](#). As they were talking amongst themselves the practitioner explained that they would be having an easter egg hunt using their baskets to collect the eggs.



EID

During the month of Ramadan, Muslims don't eat or drink during the hours of daylight. This is called fasting. Ramadan is the ninth month of the Islamic calendar. The exact dates of Ramadan change every year. This is because Islam uses a calendar based on the cycles of the Moon. The end of Ramadan is marked by a big celebration called 'Eid ul-Fitr' (the Festival of Breaking of the Fast). Muslims are not only celebrating the end of fasting but thanking Allah for the strength he gave them throughout the previous month.

Mosques hold special services, and a big feast is prepared on the day of Eid. During Eid ul-Fitr Muslims dress in their finest clothes, exchange gifts, and spend time with their friends and family. Muslims will give money to charity. Learning about different cultures and religions in this way encourages mutual respect for others and their religions which is an important aspect of British values. Activities that Star Room participated in to mark the end of Ramadhan included, making Eid lanterns, making Eid cards, and many other creative activities.



Making Eid Cards: Communication and Language-Listening and Attention & Understanding

Star Room took part in making Eid cards and learning about Eid, the children were listening to others in one-to-one or small groups, when conversation interests them, learning how Muslims celebrate Eid. After this the children decorated and made Eid cards using glue and sequins, using tools for a purpose. During the activity, the practitioner asked questions engaged in conversation, and reinforced their knowledge and understanding. For example, the children were asked what dates were used for and Marley said “breakfast”, showing she was listening and responding to ideas expressed by others in conversation or discussion. The children used the stick to spread the glue and picked up some bits to decorate which supports their fine motor skills, listened to the practitioner while doing the activity and asked “What do we do with the cards” Then they were told how the cards are given to relatives or friends on Eid.



Physical Development- Moving and Handling – Baking Biscuits

Star Room and Rainbow Room children were combined today and took part in baking biscuits activity which was making Eid biscuits with mosque-shaped cutters. While cutting the dough into Islamic shapes, the children discussed Eid but showed interest in talking about how they celebrate their festivals such as Christmas. Marley said ‘I have Christmas and get so many gifts. Teddy added ‘Me too we go to each other house and get presents’, showing interest in the lives of people who are familiar to them. The children were provided with essentials such as water, flour, and butter to make the biscuits, each child took turns to mix the flour and all the ingredients to combine it into a dough.

It was then given to the children after it became into dough and they started to pull, roll, and squeeze the dough developing their

fine motor skills, and supporting them to improve the strength in their hands.

Teddy and Marley pressed the dough making it flat using their palms, they then used shape cutters to make shapes. Teddy held the mosque shape up and said ‘What’s this’, the practitioner answered ‘It’s a mosque where Muslims pray’. He continued rolling the dough while repeating the words ‘rolling, kneading, and squeezing’. Maya tried to cut the shape and realised that her dough was too thin, the practitioner spoke to her about why hers may be thin and encouraged her to add more flour. She dipped her right hand in the flour and sprinkled it over her dough, once all the shapes were cut out, the children were asked where the biscuits would go and they collectively said, ‘In the oven to bake’. The children were excited during pick-up time as they expressed to their parents about the Eid biscuits they made.



Phonics: Literacy- Reading

Maya, Teddy, and Marley took part in our phonics sessions. The practitioner prepared the activity with whiteboards, pens, letters SATPIN, and simple word worksheets. The children used **their dominant hand** and **tripod grip** to connect the dots to make a word.

We started by looking at the letter stencils and saying what the letters and sounds were out loud. Teddy showed confidence as he named each letter and was able to sound out 'ttt, sss'. When he saw the letter T, he smiled and said to the practitioner 'That's my name ttt'. Marley was asked what letters she recognised and said 'That's 'aaa like an ant' demonstrating that **she can hear and say the initial sound in words**. The practitioner is supporting Marley with sounding out letters and blending letters to make words. She is doing well and is also in book 2 recognizing the sounds of the letter's such as 'l, n, m, d'.

We then moved on to tracing and connecting the dots. They were given their cards and whiteboard pens. Marley showed confidence in holding the pen in a tripod grip as she carefully connected the dots with her right hand. The practitioner asked 'Can you read and sound

out the letter' and she said 'aaa, ttt' , **starting to link sounds to letters, naming and sounding the letters of the alphabet**, understanding that the word is 'ant'. She started connecting the dots from the letter t and said, 'I want to do it this way' when asked to start with 'A'. Teddy was keen on having the 'pig' paper and using his right hand with the tripod grip and connecting the dots. Maya was more interested in connecting the dots and coloring the letters.



Heritage

Star Room took part in learning about different countries and cultures. This allowed them to have a better understanding and appreciation of the people and children around them. It also allows children to learn about respecting other people's beliefs and practices. This also helps children get along with others despite several differences (as long as there is a common goal and communication is still clear). They took part in a range of different activities such as making maasai necklaces, making pizza, continent matching, making a passport, making binoculars, and many more.



Understanding The World- People and Communities - Maasai Necklaces:

Star Room took part in making Massai necklaces and learned how the Kenyan and Tanzanian people make handmade necklaces which are mostly worn by females. The necklaces are large and have designs on them. The children learned that Kenya and Tanzania are in the continent of Africa. Juwairiyah enjoyed the activity and the practitioner demonstrated how to thread the beads, showing that the small beads won't go through the thick lace and to use the thin lace for the smaller beads and the big beads can go through the thick lace. During the activity, the children practiced their fine motor skills as they were given the beads to thread through the lace.



Marley, Alaia, Leo Killington, Juwairiyah, Blue Jean, and Idris were

enjoying their activity and were engrossed throughout. All the children were supported to tie a knot on her thread to ensure her beads did not fall out. Juliet used her left hand to hold the thread and her right hand to thread the beads one by one.

Some of the children began talking about what countries they come from, [knowing about similarities and differences between themselves and others, and among families, communities, cultures, and traditions.](#)



Expressive Art and Design- Creating with materials - Making Passports

Star Room children took part in making passports. Marley, Blue Jean, Alaia, Teddy, and Juliet took part in this activity. They learned that passports are



needed when travelling to different countries to prove their identity as it has their picture, full name, date of birth and citizenship and it also includes a stamp to show that they have been in the country using [everyday materials to explore, understand and represent ideas, interests and fascinations.](#) The children drew their picture and talked about the countries that they would like to go to or have been to. Alaia said how she went to Bangladesh and Marley said she went to "la la land". The children used crayons to draw a picture of themselves in the box and write about their country on the passport. Teddy said "You will not get in" when he was asked why he needed a passport and what would happen if he did not have his passport. As they were making their passports, they [played alongside other children who were engaged in the same theme.](#)



3D Sculptures

Star Room have been showing interest in 3D shapes and have been participating in junk modeling where they used natural resources such as boxes, tapes, tissue rolls, shredded paper, paint, and many other things to make their 3D sculptures. Most Star Room children have been bringing in their cars, therefore we got the children to make their own 3D car from cardboard boxes as well as one animal they chose (giraffe) to make. For the giraffe, we used different-sized balloons, stuck newspaper on them, and painted them orange. The children were able to bring in their creative skills, enhance their fine and gross motor skills as well build their understanding of using tools and objects for purpose.

Mathematics - Making a 3D car



Star Room took part in painting the body of a car using their fine motor skills to hold the paintbrush and move the brush in different ways. The children were working as a team working together to make sure the car was all painted. Idris noticed the colour changing and said “Hey, the black colour is going away” Then Blue Jean responded, “it is becoming brown”. The children then discussed how when they mix the red colour with black, the colour becomes brown as the black is dark and it darkens red which makes it brown. Whilst talking amongst themselves they said the steering wheel and wheels will be the same, **recognising that two objects have the same shape**. Marley was asked what she does with the car and responded by saying “Cars are to go inside, and the

car will drive you”, then Alaia said, “My mum drives a grey car”, Alaia was asked how to make grey, as she didn’t respond Teddy helped and said, “you mix black and white to make grey”. The children added wheels, making simple constructions.



Making Wheels – Expressive Art and Design



The second part of the activity was to stick the wheels that were made the day before onto the cardboard box that was painted in the morning. Idris, Marley, Blue Jeans, Alaia, Maya, and Teddy help put the wheels on the box. The practitioner started by asking the children what should be used to stick the wheels. The children began picking up the cello tape. They all attempted to stick the wheels with the cello tape and noticed it wasn’t working, moving **their bodies and items around objects, and exploring fitting into spaces**.

The practitioner asked the children what they could use if the cello tape wasn’t working. The children were unsure. The practitioner then went on to ask the children if they knew what duct tape was. The children responded no. The practitioner got grey and black duct tape and asked which one they should use. The children chose grey and were given instructions on how to design their wheels, the practitioner used words



such as such as diagonal, rotate, plus sign or X to see whether the children were familiar with these words.

Marley was able to understand the plus sign and stuck a piece of masking tape, **beginning to notice numerals (number symbols)**. Alaia was able to understand *rotate*. As Idris put two masking tape pieces above one another the practitioner said he made an equal sign and repeated it. As they finished the wheels, they each took pieces of grey duct tape and stuck the wheels on the box. Blue Jean asked the practitioner for more tape as she said her wheel was still loose, **beginning to compare and recognise changes in the numbers of things, using words like *more, lots, or the same***. Once they were finished the children were happy with the end product.

Bonus classes

Tiny Mites - Expressive Art and Design – Creating with materials.

We had a Tiny Mites session and Meighread, the Tiny Mite's teacher started by asking the children if the tiny mites were asleep or awake. The children said they were awake. They sang the introduction song, and the children knew the actions and words of the song. The children were able to do the single movements such as stamping their feet, clapping their hands, wiggling their fingers, and **tapping out simple repeated rhythms**.

The next song was Dina's Disco Beat. When Dina asked the children to find a particular body part, they had to see who was the fastest, playing **music in a range of ways, e.g. playing with sounds creatively, playing along to the beat of the song they were singing, or music they were listening to**.



Next, Meighread asked the children to sit on their bottoms as they were going on a trip in a car. They each had their plates as the wheels. Idris was expressing to the practitioner that he was going the fastest. The practitioner introduced a new monkey song which the children practiced learning, **beginning to build a collection of songs and dances**. They finished off the session with bubble play, as the practitioner used her bubble machine to blow bubbles and the children used their index fingers to pop them. Zephaniah used both of his palms to clap and pop the bubbles. the children jumped with joy and excitement while they also waited for their stickers.

Forest play - Understanding of the world - The World

The beginning

The children went on their first trip to Forest Play. We introduced new children's first time such as Aymen, Wesley, Maya, and Henry. The children were already prepared before as they were introduced and reminded about forest play, they got ready with raincoats, high-vis jackets, wellies, and harnesses. As we started to make our way to the park, the children were crossing the road the practitioner asked, 'What do we need to look out for?' The children said "Cars, bikes" and the practitioner asked Juliet what was passing by, and she responded, "A red bus". As the children got to the zebra crossing, the practitioner reminded them to look left and right in case of any cars passing, moving their head left and right and collectively saying "no cars". As we reached the park, the children began singing, 'We're going on a Bear Hunt song' Mason and Juliet finished with the words to the book very well



while [adding a different tone of voice](#). We stopped at our usual location in the park, took off the children's harnesses, and got them ready for a race. Our forest play leader asked the children to line up alongside each other while saying "Right leg forward, arms out, on your mark get set and go", [being able to follow directions](#). The children then ran at full speed trying to get to the designated area first and stopped when Hafiza shouted: "stop". We repeated the same steps 3 times until we reached the end and walked to our Forest play location.

Rules

When the children arrived at the designated area, Hafiza (our manager and the Forest play lead), the staff, and the children from the other site (Brook) greeted the children with a warm welcome. The children formed a circle to go through the Forest play rules. Hafiza, our forest play lead, went through the rules with the children which are: 'no picking, no licking', 'not passing through the red tape', and if you see a bee or a dog, to stand still and cross your arms (x-factor). The children were able to understand why and how questions, for example, when Hafiza asked the children, 'Are we allowed to pass the red tape?' The children replied, "No".

Log climbing:

The children had a variety of different activities to take part in and the majority of the children took part in the log climbing. As it was Henry's first time the practitioner supported him with climbing on the log and being able to balance on the log by sitting down. He held onto the practitioner hand while also smiling with excitement, while also [being willing to have a go](#). After having a few tries with the practitioner, he went onto the log independently and began crawling up the log on his knees and hand, [climbing the log stairs, and moving across using alternate feet](#). Maya started by going straight to the tallest part of the log, she asked the practitioner, "Can you help me". The practitioner suggested to Maya that she should start at the bottom and then make her way up, she suddenly responded, 'Oh yeah' and then went to the end of the log as she began climbing, [showing understanding of prepositions such as under, on top or behind](#). Both Maya and Juliet were climbing, they asked the practitioner to hold their hands as she saw her other peers jumping off the log. The practitioner held her hands, she was hesitant in the beginning, but the practitioner reassured her that she could do it while continuing to hold her hand and allowing her to have a [can-do attitude](#). She jumped off the log and was pleased with herself. Whilst Marley and Theodore were on the log they began observing the different holes, bends, and what the log looked like. They saw a hole and expressed to the practitioner that there was a spider web inside. Marley wanted to jump off the log independently and said 'I can do it myself' to her peers. She held her arms up and jumped, landing on both feet, [maintaining balance using her hands and body to stabilise](#). Mason saw a hole with ants and shouted 'Look there's ants, so many' with excitement and curiosity. Idris ran and started looking at the ants. Mason climbed the log and slid upon the log to watch the ants. Jad enjoyed climbing on the log as he was climbing on the log he slid down and



added 'also making a pool'. The children were engrossed in the activity as they painted their own pictures, using their fine and [gross motor skills to use the tools for a purpose](#).

Flower collage

The children were encouraged to look for different flowers, leaves, and twigs/sticks in the park. This was then used to make flower collages. The children went into groups of 4-5 with each practitioner looking for the flowers. Maya, Henry, Ayman, Juliet, Marley, and Leo y started looking for dandelions. Maya said 'Oh look I found it here' as she picked up the yellow dandelion and showed her peers. Juliet picked 2 and said, 'Look it's small'. The children worked collectively to find the different flowers which were mostly yellow dandelions and daisies. We then had paper, PVA glue, and flowers with leaves as the children sat down to start making their collages. As Maya spread some glue on her paper, she said 'I'm making this for grandma'. Alaiia said it for a card for her mummy to make her happy. Teddy stuck several daisies and said it was for his mummy. When he saw that his peer had leaves on their collage, he began picking out some grass and added that to his collage. He said 'mine looked green with leaves. Wesley used sticks and crunched them into small pieces adding them to the glue. He used his index finger to make it stick to the glue. As Marely was being very precise with her gluing and sticking, she said 'I will take this home for mummy and daddy' followed by 'I will show them my forest play card' referring to the collage. The practitioner asked 'why do you think we don't have that many flowers in the park and Blue Jean replied 'because they will come later when it's sunny. She was praised and the practitioner said 'your right it's spring and the flowers will slowly come out. Juliet specifically enjoyed spreading the glue and enjoyed the texture and stickiness of her hand. The children were engaged in the sticking part as they were [listening to why things happen and how things work while also developing an understanding of growth, decay, and changes over time](#).



Hide and seek.

To end the first session of their forest play, star room children took part in hide and seek game. Hafiza was the seeker while all the children hid with the practitioners. Some hid under the logs, behind the trees, and the small plants. Zayn, Idris, and Teddy were trying to squeeze under the big log as they laughed, [negotiating space successfully when hiding and changing direction to avoid obstacles](#). Maya said 'shhhh no noise'. As Hafiza started looking for the children she said, 'where are where are you' and the children responded, 'we are we are here'. Mason, Juliet, Jad, Blue Jean, and Marley were putting their heads down so that Hafiza doesn't see them. Once they were found, the children shouted in excitement and laughed to each other as they enjoyed that round. Mason then said 'We should do it again' but the practitioner explained that



we needed to make our way to the nursery so we could have yummy snacks. The children made their way back while singing nursery rhymes, counting numbers, and talking about the different things they noticed on the way such as the red bus, the big bins, and a big van making lots of noise.





Our group photo with both sites together

We can't wait for our next session!

Rainbow Room

We would like to welcome Jasper and Ibraheem into Rainbow Room. Both the children have done very well in settling into their new room and making attachments with the practitioners. We would also like to say a big well done to Ayman, Henry, and Wesley who have settled into Star Room and embarked on a new learning experience.

Easter

Spring is here and the children have shown significant interest in insects and very tiny minibeasts in our garden and on the play roof, so considering that we planned and structured activities around a minibeast theme as it gives children an opportunity to learn and create their versions of what different insects look like adding very tiny details as well as using their creative skills.



Minibeasts include a variety of arthropods and other invertebrates, including spiders, ants, termites, butterflies, bees, wasps, flies, woodlice, and many others.

Understanding the world: People and Communities / Celebration

The children continue to celebrate various cultural celebrations across the nursery and [build their understanding of different cultures/ beliefs of others](#). They focused on Easter for a week and enjoyed a range of fun and exciting activities. The children engaged in discussions, spoke about their views on



Easter celebration and shared their own experiences with their peers. The children also had many opportunities to explore their creative skills by creating easter cards and baskets, singing songs relating to Easter such as See the Little Bunny, decorating eggs, and exploring and learning to use [simple mathematical numbers](#) by counting easter eggs. The children have also been exploring and investigating the Easter interest table where they have been using their senses to feel the texture of the chicks, and eggs and [build on their vocabulary](#) as they learn new words while the practitioner helped the children to [extend their sentences, repeating after them and extending their language](#).

Being Imaginative and Expressive: Creating with Materials / Collage of an easter chick

We first created a large easter chick by using yellow paint and easter stamps. Jayce, Mia, and Nell took part in this activity. The children each helped themselves to the stamps and dipped them into the yellow paint. Nell was very engrossed in this activity, she picked up a flower stamp, dipped it into the paint, and pressed the stamp onto the paper to [create the patterns](#). She then reached for an egg stamp where she first observed the prints on the stamp and used [simple questions](#) to ask the practitioner what it was. Nell pointed out the small details on the stamp and repeated after the practitioner by naming the patterns. E.g., zigzag pattern and dots.



Jayce and Mia showed a high [level of energy and fascination](#) while creating the prints. Mia used her [expressive language](#) to describe some of the patterns and prints “Look flower” said Mia, Jayce pointed out the eggs and bunny and [used single words](#) to label them.

Please check all the displays in the room to see all the wonderful activities the children have been doing this term!

Physical Development / Moving and Handling / Easter Cards and Baskets

In Rainbow Room, the children love crafting activities especially those that allow us to practice all of our [motor skills](#) together. We created our Easter cards and made Easter baskets. Throughout these activities, the children had the opportunity to [practice their fine motor skills](#) as they carefully peeled the easter stickers off, made large strokes on the paper when painting, and used the sticking materials to decorate the baskets. Jayce, Achike, Vincenzo, Nell, Mikyle, and Mia took an interest in easter basket making using sequins, glitters, shredded papers, easter stickers, and diamonds. All the children did extremely well in [handling and manipulating the single-handed tool](#) and [developing their hand-eye coordination](#) while spreading the PVA glue across the card and adding small decorations. While holding the glue sticks the practitioner modelled and encouraged the children to enhance their skills in holding the creative tools by practicing the [digital](#) or [the tripod grip](#). All the children did very well in having a go and showing a willingness to try different methods. Achike was very excited about the baskets as once he had finished decorating with gems, and red and gold glitter he held up his work and said “Look at my basket” with a big smile on his face!



Expressive Art and Design: Creating with Materials / Understanding the World: People and Communities / Henna collage.

In line with our theme of the week, Rainbow Room children participated in making henna handprints. The practitioner reminded the children what Eid is and why this is celebrated, explaining that Muslims celebrate Eid after a month of Ramadan which many of our staff and children celebrate, and they would be having an EID party in the nursery enabling the children to [learn that they have similarities and differences that connect them to, and distinguish them from others.](#)

The practitioner demonstrated how they would make their cards and all children watched with interest for a period of time, showing [understanding of simple instructions.](#) The children were then encouraged to join the activity in small groups, several examples of henna pictures were shown as well as resources were provided such as paper, crayons, glue, and sequins. Lia was the first to show interest as she chose her paper using her right hand [showing a preference,](#) she was then guided to hold the pencil and with the help of the practitioner she drew around her hand and said "Finish." She then used the glue spreader to spread the glue on her paper, picked up some sequins and placed them onto her paper one at a time, and said "Look blue star". Next was Mia's turn, she had watched Lia [showing focused attention.](#) She placed her hand onto her paper and attempted to draw around her hand independently to begin with, but then she looked at the practitioner and said "Help." She then picked up the sequins with her thumb and index finger and placed them onto her hand template.



Expressive Art and Design / Understanding the World / Making lanterns

The children made lanterns as part of their daily adult-led activities. Rainbow Room looked at different decoration pieces used during Eid such as bunting, balloons, lanterns and wooden moon and stars. The practitioner prepared ready-made cut-out paper and resources to use to decorate the lanterns. Lia, Vincenzo, and Mikyle took part in the activity. To begin, Lia and Mikyle participated, Vincenzo did not want to participate at first however with encouragement from the practitioner and once he saw the creations his peers made, he happily joined in and made a lantern. Mikyle showed a high level of interest in the activity as he had [single-channelled](#) focus and smiled while taking part. He began by putting PVA glue then chose to use red and blue flower

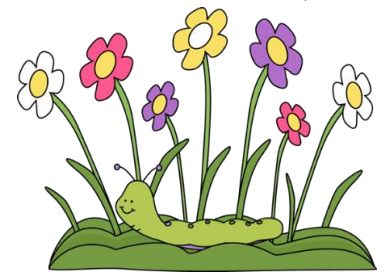


stickers, then continued by adding some sequins. Once Vincenzo joined, he showed a level of interest, he added glue to the edge, stuck the sides together, and then bounced his lantern on the table. All the children used their fine motor skills well and made a variety of choices by choosing the different resources provided.

Insects



As the days are becoming brighter and warmer, Rainbow Room children have been excited by their outdoor space and observing insects such as butterflies, ladybirds, bumblebees, and spiders. The practitioners provided many opportunities for **hands-on learning, sensory exploration, and developing their cognitive and social skills**. The children have been using their **creative and sensory skills** as they explored the cornflour with insects, created models of spiders using junk modeling materials, and they also made dragonflies and bumblebees by sticking crepe paper, sequins, and gems. We focused on building our **vocabulary** by learning the names of the insects, singing songs, and reading *The Very Hungry Caterpillar* story using the story box during our circle time sessions.



Mathematical Development: Moving and Handling / Junk Modelling insects / Collage of Bumblebee

Rainbow Room children created 3D models of spiders using an enormous variety of media such as cups, boxes, pipe cleaners, lids and which was a great opportunity for the children to explore and enhance their **creative skills** as they created their sculptures. Early 3D activities help the children **refine their fine motor skills, develop their creativity, and provide opportunities for self-expression**.

For this activity, we had the following children who showed so much enthusiasm, Jayce, Felix, Mia, Leo, and Selim. Rainbow Room children were introduced to **key vocabulary, mathematical concepts, and learning through trial and error**. For example, Leo explored the pipe cleaners and foam cups, and tried many times to thread the pipe cleaner through the cup in the end **decided to seek help** from the practitioner while saying “Can’t do it”, as he handed the cup and pipe cleaner to the practitioner.

Furthermore, we had Felix who showed **high concentration and engagement** while showing increased **control in holding, using, and manipulating the materials and equipment**. For example, while he held a cup with his left hand, Felix held the end of the pipe cleaner with his right hand and successfully threaded it through the foam cup to make the legs for the spider. “Look,” said Felix with a proud excited expression on his face.

Mia was also engrossed in this activity; she spotted a spider and used her right index finger to count from 1 to 9 in order, “9 legs,” said Mia as she was starting to use some **number names and number language within play**. Selim held on to a box with his left hand and with his right hand he picked up the insects one by one and started putting them into the box. He then approached a practitioner and showed her the box.

Another exciting activity we carried out was making a collage of a bumblebee using sticking materials. The practitioner provided templates of bumblebees, black and yellow paper cutouts, and

crepe paper wings. We also used a visual reference of a bumblebee for the children to see and help their understanding of what a bumblebee looks like. All the children took turns in small groups to make and decorate their bumblebees, we even had Star room children participating in this activity. Rainbow room children **used single-handed tools** to spread the glue on the template and used paper cutouts and crepe paper to add the small details e.g., strips and the wings. Nell showed interest in naming the colours as she pointed them out to the practitioner such as “yellow, black, and blue”.

Expressive Arts and Design: Creating with Materials / 3D dragonfly.

As the children continued showing interest in insects, we focused on creating our very own dragonfly using a variety of media and materials. The practitioner provided the children with popsicle sticks, gems, sequins, googly eyes, glue, crepe paper, and buttons. The practitioner focused on **promoting and developing different finger muscles, hand control, creativity, and decision-making**.

Enaya, Brinelle, Mia, Nell, and Jayce engaged in this activity. All the children paid attention to the details as they carefully stuck the sequins, googly eyes, diamonds, and buttons on one by one. Once Jayce had finished his dragonfly, he held it up with a smile on his face and said

“Look my fly” as he **expressed his experiences and ideas**. Once Enaya had finished spreading the glue on the popsicle sticks, she **sorted and categorised** the materials. For example, she stuck the gems on the end of the popsicle stick and the sequins on the other end.



Air, land, and sea vehicles

Understanding the World: The World / Exploring Sea, Air and Land Vehicles.

Rainbow room children continued to show their fascination for different types of air, sea, and land vehicles as this was something observed during free play. The children have been busy observing passing cars, trucks, vans, and planes. We have been using our math skills to count planes flying over our outdoor space.

Furthermore, we have been reading stories and singing many songs about different modes of transport and journeys, for example, Wheel on the Bus, Down by the Station, and Row Row Row Your Boat. These stories and songs have inspired the children to share their own experiences about trips that they have been to such as the seaside and different countries.



A Wow Moment on Outdoor Play

While on outdoor play, Achike and Lia heard some sounds and went to investigate. “What’s that noise” said Achike as he spotted a lawnmower across the street. All the children stood by the fence and observed the lawnmower cutting the grass. The practitioner took this opportunity to extend their interest and learning by going over and speaking to the gentleman. The kind gentleman happily came over to show the children the lawnmower. Achike said “The truck got lights” as he pointed to the headlights flashing. Nell said, “Green truck” and Mia said, “Akki truck in here”. Jasper, Selim, Brinelle, and Ibraheem all started **repeating words and building on their vocabulary** such as “truck”, grass cutter, seat, and lawn mower”.



The children and the practitioner engaged in conversation and learned the name of the vehicle and spoke about how it might work. We learned that it is called a ride-on lawn mower, and how it works. Vincenzo contributed and said, “You sit on it”, Achike said “You sit on the yellow chair” pointing to the seat as the **children were listening attentively and holding conversation by responding to what they heard with relevant answers, comments, and ideas.**



Physical Development: Moving and Handling / Developing our Fine Motor Skills / Making collages of vehicles.

We love to get messy and use our sticky fingers to create masterpieces. The children have been busy creating their own collages of cars, planes, and boats using a range of arts and crafts resources. We find that creating various collages provides numerous opportunities for the children to develop their **fine motor skills and fuels their creativity and imagination** while working the tiny muscles in their fingers and hands that are needed for important tasks like learning to write.

The children used sequins, pipe cleaners, crepe paper cutouts, googly eyes, and gems to decorate the templates of a car and plane. We had Lia, Leo, Mia, Vincenzo, Nell, Ibraheem, and Jasper who happily explored this activity. Jasper was very engrossed as he spent over 3 minutes spreading the PVA glue all over the template, he then stuck on the sequins, crepe paper, and googly eyes by pressing it down using his right index finger. “Car,” said Jasper as he continued to **develop his language.** We had Vincenzo, Nell, and Lia who were so chatty when they were creating their collages as they spoke about the new textures and the sparkling sequins, and the bendy pipe cleaners. This was a fantastic activity as it helped the children to **develop their descriptive language as well as their social skills.**

Another amazing thing we have observed when making the collages is that the children are starting to take **pride in their finished creations** and **feel happy and pleased** with their work as they show their work to the practitioners.



Personal, Social, and Emotional Development: Sense of Self / Making Relationships / Car Wash



Washing the car is the perfect job for children of all ages and abilities to get involved in. Not only is it an amazing **sensory learning experience** but it also allows children to enjoy the pleasure of **cause and effect** but also engages the children in purposeful play. The box opens up many opportunities for **cross-curricular learning focusing on teamwork, communication, problem-solving, and physical development.**

We provided the children with a variety of resources for them to choose from e.g., buckets, brushes, and sponges. We used the play-roof tap and supplied plenty of hand soap to ensure the car wash was in full operation which enabled the children's **critical thinking skills as they were making decisions about what materials to use.**

For this activity, both Rainbow Room and Star Room children showed a high level of involvement and an ability to work as a team and play alongside each other.

We had Jasper and Vincenzo, and from Star room, we had Maya, Juliet, and Theodore who showed the most interest and undertook the operational role of washing the cars. Vincenzo was organising the vehicles into the bays created for them. Theodore also organised the cars on the bays depending on whether the car had been cleaned or was in the queue to be washed. Please feel free to check all our displays of all the wonderful work the children have been doing since being back from the easter break.



Bonus classes

Tiny Mites / Expressive Art and Design

We had another exciting learning opportunity with Meighread, our Tiny Mites music teacher. Rainbow room children all **maintained their focus** and sang the opening song which was "The Tiny Mite Club" and **imitated the actions** for the song by winding their arms and waving both arms in the air. Meighread sang many songs which helped promote the children's language **and listening skills, explore numbers through counting, stimulate their imaginations, and enhance the children's understanding of rhythm and timings.**

We then met Penelope, the soft cat, who went on an adventure to London, met the king and chased a little mouse under a chair. All the children took turns to wave at Penelope and say hello. The children were encouraged to imitate actions shown by Meighread such as spreading their arms pulling back and forth and **strengthening their arm musicals.** Vincenzo, Jayce, Jasper, Ibraheem, Mia, Nell, and Selim all got involved and showed a high level of involvement, energy, and fascination. For example, Jayce and Mia were fascinated by the spider and bumblebee prop



and helped Meighread count the legs as they sang the songs “Itsy Bitsy Spider” and “The Bumblebee” song.

Physical Development: Moving and Handling / Outdoor Yoga

Rainbow Room children combined with Star Room for an outdoor yoga session, which focused on improving **balance, strength, endurance, and aerobic capacity** in children. The practitioner started by playing calming music and asking the children what the weather was like that day. Marley said, “The weather is nice and shiny”. To which Teddy added, “Yeah it's like hot”. Marley went on to say, “Yeah we can relax out here isn't it”. Lia happily joined in and carefully listened with interest as her peers shared their views. She imitated the action shown by the practitioner and her peers.

The children all practiced their breathing techniques, as they were learning to **control their breath, able to take deep breaths, scrunch, and release their breath.**

The children breathed in and out through their mouths and noses, imitating the practitioner. They were asked open-ended questions such as how they feel, Maya expressed “I feel happy”. Teddy said, “I feel more energy” while Marley said, “I can feel all the air go in my mouth”. They were then shown a sheet with different poses and knew instantly what it was. The practitioner allowed the children to make their own choices of positions they would like to try. Juliet picked the cat pose, they put their hands and knees on the floor, **mirroring the playful actions or movements of another adult or child.** Marley chose the flamingo pose, trying to balance on one foot, whereas Juliet held onto the practitioner to balance herself. After trying many positions, the children wanted to carry on doing stretches, star jumps, jogging, and more.



Sunshine Room

Welcome 9-month-old baby Zachariah and 10-month-old baby Mae to Sunshine Room. He has settled in well.

Easter

After completing our Ramadan theme, we spent the week settling the babies getting them reintroduced to the routine, and ensuring that our babies were supported personally, emotionally, and socially. Sunshine Room then started its celebration of Easter, learning about cultures and celebrations in line with British values. Easter is the holiest day of the year for Christians, it celebrates



their beliefs, so Easter is always observed on a Sunday in the Spring, but the date varies, and the babies learn about different aspects of Easter. We focused on activities that could encourage our babies' creativity and used different resources; the activities were great for sensory experience while improving their fine motor skills. Some of the activities they took part in were Easter egg hunts and decorated some eggs. These activities helped our babies with their fine motor skills and going on an egg hunt enabled them to build their cognitive development.

Making Easter Baskets-Physical Development-Moving and handling



The babies took part in making Easter baskets. They all had a piece of paper to decorate and then turn into a basket. They used paint sticks to create marks, using different colours such as pink, yellow, and orange and the practitioner identified each colour to them saying it out loud and giving the babies a turn to try to say the word. Ibraheem attempted to say the word "yellow", **imitating words and sounds**. The practitioner supported the younger



babies such as Sa'ad and Salah by assisting them when holding the marker, and after a while, they were able to do it independently. Ibraheem was able to do it independently and he enjoyed making all the different marks. Syra and Esme also took part, the practitioner assisted them in making marks. Through this activity, they **experimented with a range of media – tools, materials, sound, and whole-body movement through multi-sensory exploration**.

Most of the time the babies wanted to put the paint sticks in their mouths and the practitioner reminded them that it was for painting and showed them how to use it. At the end, the babies added the shredded paper that represents hay, and they added eggs. The practitioner added handles for their baskets so that they could carry them.

Decorating eggs-Expressive Art and Design-Creating with materials

The practitioner prepared cut-out egg-shaped coloured paper, green paint, and orange paint, we also used sponge stampers. The practitioner showed the children a prop of an egg and pictures of coloured eggs as a visual so they could link the activity. They were



then shown how to dip the stampers in the paint and stamp it on the paper. The practitioner supported Sa'ad and Salah by holding the sponge in their hand and printing it for them to demonstrate. They were showing interest by reaching out and grasping for the paint and continued **to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression**. Then



Ibraheem also joined in holding the sponge in his right hand when shown with support and then he

switched to his left hand dipping the sponge in the paint and stamping it on the cut-out egg paper demonstrating that his **hands started to operate independently during a task that uses both, with each hand doing something different at the same time**. The practitioner pointed out the colours and prints as they finished, and the babies repeated “Waahh”.

Eid

As the children were welcomed back after their Easter holiday the babies were introduced to the theme of Eid as Ramadan was coming to an end. We planned activities that promoted an understanding of the Islamic festival and learnt about the importance of celebrating with family and friends during this time. Eid is a Muslim holiday that marks the end of Ramadan, the Islamic month of fasting. The babies participated in activities such as lantern making, making moon biscuits, making Eid cards and dressing up for the party.



Making Eid cards – Communication and Language-Speaking

The practitioner prepared coloured cards, glue, sequins, stickers, and Eid messages to stick onto their cards. Ibraheem and Jasper were first to take part as they sat down and took the glue sticks, dipped it in the glue and then dotted it on their paper showing confidence through familiarity as they knew what to do and what was expected. Once they spread enough glue, the practitioner gave the arts and crafts pieces.



Ibraheem noticed it straight away and grasped the sequins with his right hand then placed them on his paper using a pincer grip. He took the stickers and used his pincer grip to pick the stickers off the sheet and then he placed them on his paper again knowing what to do. He spent most time picking the gem stickers. **Ibraheem was able to experiment with a range of media – tools, materials, and whole-body movement -- through multi-sensory exploration**. When Jasper wanted some, he was able to share and gave him a turn. The practitioner sprinkled some glitter on their card for them and said, ‘Wow so pretty’. Then they were given the Eid messages to place on their card and Ibraheem was supported to stick inside the card too. He pressed his messages on then continued with the gem stickers. Ibraheem attempted to repeat some words such as “sticker”.

Jasper was engaged in the activity as he chose his sequins and added the Eid message on his card too. He noticed the gem stickers and attempted to ask Ibraheem for them saying “Sticker, mine?”, demonstrating an **ability to ask simple questions and put two words together**. He managed to get some and using his pincer grip he placed them on his card. Jasper was using both his right and left hand when picking the sequins. He also noticed the flowers and picked them all onto his card. Jasper repeated words such as “sticker, glitter, flower,”.



After, Sa’ad was supported in making a card, then Salah showed interest and reached out for some of the resources at the table. **He paid attention to the dominant stimulus – and was easily distracted by noises or other people talking**. The practitioner supported them in making a card too.

Making Eid crackers – Expressive Art and Design-Creating with materials

The practitioner began by first laying out the materials in front of the children to introduce them to the activity which was making party crackers. The practitioner showed them the toilet roll, string, and tissue paper. We gave them each a bubble to hold which they were going to put inside the cracker/roll as the prize.

After they were given the different materials, Jasper kept on repeating the word “bubble” and showing it to the practitioner and the other children around him, [sharing his interest through pointing, gestures and words](#). Then Jasper began to make his cracker first, so the practitioner held on to the tissue roll and asked him to put the bubble inside which

he was able to do straight away and rolled it up in tissue paper and asked him again to twist the end which he did but only one side

of the roll while the practitioner did the other side. This was a great activity idea to [experiment with a range of media – tools, materials, and whole-body movement -- through multi-sensory exploration](#). The other babies watched on while they held onto their bubbles playing around with it. After that the practitioner tied the ends up to keep it in place then we moved on to making more crackers. Since the other babies were quite young the practitioner assisted in making the crackers for them, while they placed their bubbles in the correct place. Jasper also helped in making the other babies crackers with the practitioner and he noticed [and became interested in the transformative effect of their action on materials and resources](#). They later got to take the Eid crackers home.



Gardening

Garden Project – As it is springtime, and the babies are beginning to enjoy and explore outdoor play we took this opportunity to carry out activities to rebuild our garden environment and this will scaffold their learning in looking after their garden. Sunshine Room took part in making sensory playdough, bird feeders, musical mud kitchen, sensory bin, planting bottles, windmills, and butterfly collage.

Sensory bin – Physical Development/moving and handling.

One afternoon, the babies explored a garden-themed sensory bin activity. They were able to [explore different textures using their fine motor skills](#) as they grasped and squeezed the soil in their hands. During the activity Salah, Sa’ad, Syra, and Esme took part, they were showing interest in playing with the soil and insects that were laid out. Salah was using the scoops provided and he enjoyed playing with the soil. He also played with the insects, which he grabbed to show others, and played with the soil between his fingers. The practitioner offered the smaller scoops but Salah preferred playing with the large one.



Syra enjoyed the activity as well, she was using the tweezers in the soil, moving them left to right to spread the soil and insects. Sa'ad was not showing interest at first in playing in the sensory activity, however, he stood close by and observed, then eventually reached out and grabbed the butterfly and then the tweezers. Esme's first experience with the activity, she was mainly observing what others were doing then she reached out for the tray and she was provided with the insects to explore which she held with both hands and wanted to mouth it [exploring her sensory experience](#). Overall the babies were able to play and [explore the sensory play and the different textures and materials](#).



Bird feeders – Communication and Language/understanding and speaking

The children made a bird feeder for the garden area using a juice carton. The practitioner prepared a juice carton cut out looking like a birdhouse with options of paint and brushes for the babies to paint. Lillian and Solomon took part in this activity. During the activity Lillian showed interest in painting the carton, however she kept backing away when the practitioner tried to help put on the apron. She watched the practitioner prepare and she pointed at it while standing and said “Paint” when the practitioner asked if they would like to do painting, showing [understanding of simple sentences](#). Lillian used her right-hand pincer grip to hold on to the paint [showing preference of the dominant hand](#) and gently brushed it on the carton, she mostly kept dipping in the colour green and painted the whole box in green. While painting she kept repeating the word “paint” and going away then returning to the painting activity whilst [using single words in context](#).



Solomon also took a brief interest in painting with the plastic bottle; he used



his right-hand palmer grip to control the paintbrush, stroking it up and down and left to right. Ayat and Syra watched on from a distance and didn't want to take part. After they painted it the practitioner showed them googly eyes which they stuck on as the bird's eyes and we added an orange beak too. This was then taken out to our garden and we added some bird food explaining to the babies how the birds were going to come and eat their food. Lillian and Solomon repeated the word “bird” and pointed to the trees, [showing interest in their environment and imitating words](#).

Sensory play

Sensory play with Minibeasts



Sunshine room babies were supported in extending their learning by exploring minibeasts following our garden project. We introduced the minibeasts by incorporating it through sensory play as we have young babies at the moment, and they are at the age and stage of learning through sensory play.

Sensory play also supports their ability to explore different tastes and textures and this benefits the babies when they are weaning onto solids and independent feeding. We carried out a variety of activities by adding the insects to the sensory play such as, using playdough, spaghetti, sand, water, jelly, and paint.



Sensory playdough: **Physical Development/moving and handling.**

The practitioner set up the table with bowls, rolling pins, flour, oil, water, and green powder paint ready to make the play dough. We also had some insects and leaves to add to the dough once it was made. While the practitioner was making the playdough she was dictating and explaining step by step what she did. Such as “Let’s put the flour in the bowl...now let’s add some paint... some oil...Let’s give it a stir ...now let’s add some water....let’s do some more mixing.” This supports the children’s **listening and attention skills, their understanding of single words in concepts, and learning of new words.**



Syra, Sa'ad, Salah, and Esme took part by sitting at the table and they were observing as the practitioner made the dough, some trying to reach for the ingredients, and they were each given a turn to pour or mix. Sa'ad, Salah, and Esme were also exploring and mouthing the toy insects that were on the table. Sa'ad picked up the leaves and brushed it on his face.

Syra enjoyed mixing the ingredients as she used her right hand with the help of the practitioner, using her **gross motor skills**. Once the playdough was made Syra helped roll it out and make insect imprints in the playdough then she used her fingers to poke the playdough, **enjoying the sensory experience of making marks in dough**. Syra was showing interest by following the adults' lead and making sounds to communicate too. Sa'ad and Salah had a turn using the roller on their dough with adult support, **manipulating objects using their hands singly and together**. Then Esme was supported in patting out her dough and pressing it, **exploring different textures in different ways**.

Spaghetti play – **Physical Development/Health and self-care**



The practitioner set up the activity with boiled spaghetti and added food colouring along with tweezers, magnifying glasses, and the insects in the tray. The practitioner modeled what to do, using both of her hands to touch and feel the spaghetti and encouraging showing the babies to have a go. Sa'ad, Salah, Syra and Esme took part in this activity. Sa'ad used his left hand to touch and feel the texture of the spaghetti, exploring different textures. He seemed to enjoy the activity as he was feeling, touching as well as tasting it and he was engaged for some time, concentrating on an activity.

Esme noticed everyone at the tray and she was curious to join as she pulled herself up and stood at the tray alongside her peers, she reached in with her right hand feeling the texture of the spaghetti attempting to eat it and then she grasped the ladybug, and explored with her sense of touch and taste. Salah then joined in and he was also interested in tasting the spaghetti, he was squeezing it between his fingers and reached for the tools using them to poke and prod in the tray. Syra showed willingness to have a go and she used the tweezers and insects but she didn't really like the feel of the spaghetti.



Bonus classes

Tiny mites – Communication and Language: listening and attention.

The Tiny Mites session encourages the babies to observe, listen, focus, and imitate actions they observe. This was the first experience for baby Esme. The teacher began by singing the welcome song and introduced her dolls using lots of gestures and actions. The babies enjoyed observing what the practitioner was doing. They didn't join in but they were listening and watching in awe as to what the teacher was doing, showing interest in listening to nursery rhymes.

The teacher took out puppets for each song from her bag to show the babies and sang songs with them such as the 'Pussy Cat went to London to Visit the Queen', she showed the cat around and said hello. Then there was 'Incy Wincy Spider' song and she counted the spider legs as the babies watched on. She also introduced the bumblebee song which was new to the babies and they smiled as she buzzed the bee around them. This supports the babies to sing/vocalise whilst listening to music or playing with instruments/sound makers. At the end of the session,

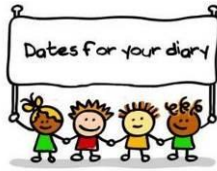


the teacher always takes out the bubbles and this is where the babies start engaging in the activity, **mirroring and improvising actions they have observed, e.g. clapping or waving.** They were focused on the bubbles floating around and were trying to pop them. We had to help them out by lifting them up to try to catch and pop the bubbles which they enjoyed as they giggled away, **expressing themselves through physical actions and sound.**

Parent Notices

- **No mobile phone/camera or any electronic devices that record policy:** Please put your phones away, Bluetooth or any electronic devices that record once you enter the nursery premises.
- **Please call the office by 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 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.
- **Please return nursery spare clothes.** Parents are welcome to donate clothes to the nursery such as socks, and hats.
- **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 store buggies in an orderly fashion,** do not obstruct the pathways and fire exits.
- **Please support us by folding your buggies & leaving space for others in the buggy storage.**
- **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 small items such as coins/money into the nursery in their pockets, can cause hazard.
- Please provide extra clothes and nappies for your child's sessions throughout the week
- Please ensure your children are dressed according to the weather conditions.
- **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: the latest by 5.45 pm, as we have too many parents coming in together which delays feedback and closes the nursery on time.
- Please ensure you collect your child on time to avoid our late payment fine.
- **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
- **Tapestry:** If you need support accessing Tapestry, please contact admin on 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.



Inset day

Friday 3rd May 2024

Staff Award

Friday 24th May **Early closure at 4.45 pm**

Bank Holiday

Mon 6th & 27th May 2024

Eid Holiday

Around 17th June (To be confirmed)

Summer Holiday

Last day Wed 14th August 2024 Nursery closes at 4 pm -

Re-open Tues 3rd 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 3rd Jan 2025

Wed 25th Dec – Public Holiday

Thurs 26th Dec - Public Holiday

Wed 1st Jan – Public holiday

Thursday 2nd Jan – Inset day

Review us

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

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

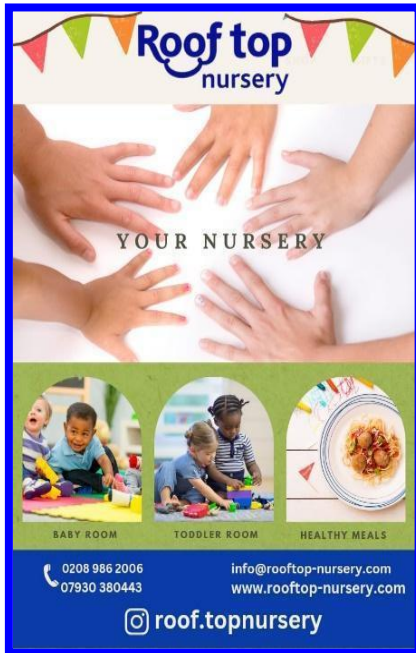
Ottawa <https://goo.gl/maps/1sGwLz2R6nc1aAdW7>

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>



Instagram

Did you know we're on Instagram

Please follow us on Instagram and recommend us to your friends and family.

roof.topnursery

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

Look out for all updates.