



Welcome Back

We would like to say a warm welcome back to both 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, and parent's afternoon, so please look out for these upcoming dates and save them in your diary. All dates for these events can be found on the last page of the newsletter.

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 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.





Ramadan treats



We would like to thank Asma (Idris & Elyas's mum) for the lovely treats she gifted all staff for Ramadhan. It was a lovely gesture, and we all enjoyed the goodies.

Staff award of the year 2023

Every year parents, carers, volunteers, and staff vote for a member of staff they feel deserve to win the title of 'Staff Award of the Year'. It is a way of rewarding the 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 to take with their summer holiday in August and they will also be awarded an engraved trophy.

The winner will be announced at the staff award ceremony on **Friday 26th May at 5:00 pm** at the Ottaway site!

GOOD LUCK TO THE STAFF TEAM!



Inset Day was held on Friday 28th of April the topics covered to build on the team's knowledge and understanding were **Mindfulness awareness** covered by our lead professionals Hafiza Bhaiyat and Shamima Ahmed, **Interventions** and how to carry them out successfully with the children, led by our pre-school room leader Charnelle Williams, and **Procedure for room planning** led by our senior staff Laiqa Jan.



We also had the opportunity to welcome our external trainer from the Learning Trust, Livia Slemender to train the staff on Autism, the signs, and symptoms and how to support both children and practitioners in the nurse setting.

Mindfulness – This session was led by our lead professionals Hafiza and Shamima to raise awareness and support the staff's well-being and mental health. Mindfulness is a technique that can help people manage their mental health and wellbeing. It involves paying attention to the present moment and focusing on thoughts, feelings, and sensations without judgment.



Mindfulness can be practised in many different ways, including meditation, yoga, and breathing exercises which have been promoted in our workplace repeatedly to help reduce stress and improve our employee's mental health.

Mindfulness is awareness of one's internal state and surroundings. Mindfulness can help people avoid destructive or automatic habits and responses by learning to observe their thoughts, emotions, and other present-moment experiences without judging or reacting to them.



Healthy employees are less absent and will be in better shape to do their jobs well. All this impact's productivity and supports a positive, caring workplace culture and will help staff to perform well. As a setting, we strive to rejuvenate and focus on our team's well being and bring the best out of everyone by providing a positive, uplifting environment.

Planning – 'The EYFS sets the standard for learning, development, and care of children from birth to 5 years old. It is mandatory for all Early year's settings, schools, and childminders. There are three sections:

1. Learning and Development
2. Assessment
3. Safeguarding and welfare requirements

Autism - Autism, or autism spectrum disorder (ASD), refers to a broad range of conditions characterized by challenges with social skills, repetitive behaviours, speech and nonverbal

communication. According to the Centres for Disease Control, autism affects an estimated 1 in 36 children. We have taken the opportunity to equip our team members with a broader understanding of Autism and how to make sense of it.

Interventions – There are a wide range of interventions staff carry out in the nursery with different children to help them in all areas such as turn-taking, social groups, language groups, behaviour management, emotional well-being and attention skills. The staff will also use the following resources to build on their focused interventions with the children such as:

- Attention Bucket
- Tupperware exchange
- Calming basket
- Now and next board
- Jumping Jack



Parent Notices

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.

- ✓ Please call the office by 9.30 am or 1:30 pm 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. Parents are welcome to donate clothes to the nursery such as socks, and hats.
- ✓ Please store buggies in an orderly fashion, do not obstruct the pathways. Please support us by **folding your buggies**.
- ✓ 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 coins/money into the nursery in their pockets.
- ✓ Please provide extra clothes and nappies 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 to avoid our late payment fine.
- ✓ **Parent e-mails:** We send out e-mails regularly to parents to notify everyone of events and updates.
- ✓ Breakfast Starts from 8.05 until 8.50 am. If you wish for your child to have breakfast, please arrive before 8.45 am.
- ✓ Can parents please make sure you are here to pick your child up: latest by 5.45 pm as we have too many parents coming in together which delays feedback and closing the nursery on time. **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 a 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 Antoinette, Email: office@rooftop-nursery.com

Easter

Sunshine room children focused on the theme of Easter. The children were provided with a range of activities to support their understanding of the world such as taking part in our Easter egg hunt, potato stamping, making bunnies using cotton wool, making Easter cards with handprints, and making Easter baskets. The children enjoyed the theme of the week as they participated in more messy activities to support their sensory development and learn about some of the traditions that relate to Easter.



Communication and Language/ Communication – Easter egg handprint



Cesar, Romy, Cairo, Nala, Willow, Orlando and Boudicea all took part in making their Easter egg hand-printing with the support of the practitioner, during the activity we were able to **pay attention to their dominant hand** used. The children were provided with red and yellow paint to create their Easter egg handprints.

The children were supported by the practitioner as she painted their hands using the yellow paints with a paintbrush, some of the children were excited to explore the texture and were encouraged to form handprints using their hands on the large white paper provided to make their Easter eggs and at the same time they were taught about colours as the practitioners repeated the name of a

few colours and spoke about their favourite colours.

Cairo was able to use the paintbrush to apply the paint on his hands, Orlando enjoyed the activity as he was able to use the brush to paint his hand by himself and make handprints on the paper. He used his right hand to hold the brush and paint his left hand with the colour red. Orlando enjoyed the messy activity and printed his handprint onto the paper by himself. Willow enjoyed taking part in the activity; she showed interest in exploring the texture of the paint and forming her Easter egg.

Physical development/ Moving and handling.

Potato stamping

Sunshine Room children took part in another painting activity which was potato stamping. The potatoes were cut into egg shapes so that when the children stamped the potatoes, they resembled colourful eggs. Siena, Nala, Willow Cesar, Orlando, Romy and Elyas were all excited to take turns; they were supported to put their aprons on before beginning the activity. The children were shown step by step how they were going to dip their potatoes into the paint as the practitioner modelled this for them and guided them with the next step of stamping onto the large white paper **showing independence during a task and using both hands**.

Siena, Nala, and Willow helped to lay the big white paper onto the table using both their hands while the children waited very patiently to start their activity; Cesar was the first one to put his hands in the paint, without waiting for his potatoes whilst babbling, as he likes to explore the texture of the paint. Nala chose the colour yellow, using her right hand she took the piece of potato and dipped it into the yellow paint and stamped it onto the paper with both her hands.



Willow and Elyas chose the green paint, they held the potato with both hands using their hand-eye coordination to look closely at the potato. Siena and Orlando chose the colour pink and stamper their potatoes onto the large paper, afterwards, they decided to use the paintbrush as they didn't want to use their hands anymore.

All the children enjoyed this activity and engaged for a long period of time. This activity encouraged creativity, and imaginative skills as well as enhanced their fine motor, cognitive and hand-eye coordination skills and it teaches children to learn how colours work, supporting sensory integration, and strengthening finger and hand muscles.



Expressive arts and design/ Creating with materials.

Making Easter bunny

Sunshine Room children took part in the planned activity session where they created their individual Easter bunny which enabled them to **explore and experiment with movement through multi-sensory exploration and expression.**



All the children sat down on their little chairs, they were supported to put their aprons on and waited patiently for the practitioner to begin. The children were provided with individual glue pots with PVA glue and glue sticks to use, they showed interest in applying glue around the paper plate, some of them used it independently and others with the support of the practitioner. One by one, the children were given their own paper plates and cotton wool to use. They showed independence and curiosity by selecting the resources they wanted to use first.

Cesar and Romy were excited to make a start on their individual paper plate and decorated it with the resources provided. Elyas, Nala, and Siena joined in by picking up some cotton wool using their pincer grasp and sticking it to their paper plate with a little bit of support from the practitioner. The children also stuck googly eyes to their little bunnies. Siena, Cesar, Nala, Romy and Elyas had a fun time sticking the cotton wool onto their plates and also used their senses to explore a range of textures. This activity helped the children to build on their understanding of Easter as well as promoting diversity, and as always celebrating different cultures and religions to promote diversity and inclusivity in a fun and engaging way.



Continuing with Easter

Sunshine Room children were able to continue with Easter as well as focusing on the children's interests. The children continued with activities such as an Easter egg hunt, water play, a parachute game, dancing to music using musical instruments, and free play. We also provided children with bonus activities such as Yoga to support the children to develop their physical strengths through a range of simple yoga poses and stretches. The children took part in our 'Box of Feelings' session where they can learn about different emotions through the simple use of facial expressions to support their needs and their personal, social, and emotional development.



Physical development\ Moving and handling - Ball hunting

Sunshine room children took part in an activity where they all had the opportunity to find balls that were hidden in the garden and were encouraged to **arrange items in their own patterns**. Romy and Elyas were the first ones to find their balls, after picking them up they both came to show the practitioner what they have found. Siena found 3 balls and decided to put them in the children's buggy and walked around the garden with them. Cesar wasn't really interested in the activity and was interested



in playing with the wild animals. Sunshine Room children did well in taking part in our Easter ball hunt with the support of their peers and practitioner. The practitioner was happy to see the children engaged in taking part in this activity. This activity supported the children to learn about colours and demonstrate great teamwork with their peers.



Ramadhan



Sunshine Room children had the opportunity to learn about Ramadhan and the celebration of EID that follows, they took part in a range of activities that involve using their fine motor skills and using their creative thinking. The children were able to make Eid cards, decorate moons and stars, make a collage using tissue paper to create a star and have an Eid party.

Physical development/ Moving and handling - Making a moon and star collage

Willow, Orlando, Siena, Nala, Elyas, and Boudicea enjoyed making their star and moon as part of their creative work. The children were provided with glue, glue sticks, moon and star-shaped cut-outs and glitter so that they could stick them on their coloured cards to represent their night sky and learn about Ramadan.



The children were supported to use their hand and eye coordination to spread the glue on their paper and then used their **palmar grip** to stick the moon and stars on the coloured card. Nala used her left hand to hold the glue stick whilst spreading the glue, she required further support to press the moon and star down with her thumb. Boudicea enjoyed spreading the glue with both hands and was able to stick her moon and star without the support of the practitioner. Orlando was excited to decorate his card with the star and didn't want to wait for the practitioner to explain what he needed to do next. Siena was able to create her own sky independently and spread the glue on her card confidently using her right hand. Willow enjoyed decorating by holding the glue stick with her left hand and spreading the glue all over the paper, she used her fingers to pick up the star when being encouraged, and then she used her pointing finger to stick it down onto her paper. Elyas didn't want to take part at first but with support, he used his right hand to hold the stick and spread the glue all over the paper to decorate.

The children did well and were all confident in taking part in the activity and were able to **use pointing with eye gaze, and then fingers and hands, to make requests** when they wanted an object of the practitioner or attention.



Communication and Language/ Understanding - What's in the bag with Ramadan items



Willow, Orlando, Siena, Nala, Elyas, Amaru, and Boudicea enjoyed taking part in the What's in the Bag activity. They were provided with a bag of different Ramadan items such as dates, a prayer mat, praying beads, a scarf and a prayer hat. The children took turns to find out what was in the bag one by one. As the children selected an item from the bag the practitioner allowed them to feel the texture, taste the dates and use the items. The practitioner named each item as the children pulled it out from the bag and explained its use and how the adults use them daily, especially during Ramadan.



Nala selected the prayer mat from the bag and she allowed her peers to have a turn in feeling the texture. Boudicea chose the hat and the practitioner asked the children the colour of the hat and then one by one they had a turn to wear it. Orlando selected the praying beads. Willow selected the scarf and the practitioner gave it to all children one by one to wear. Amaru selected the dates and most of the children tasted them.

This particular activity provided the children with the opportunity to explore other religions and cultures to form a better understanding of how **things are used in different ways**.

Eid and Spring

Sunshine Room children learnt about Eid celebrations as Ramadan, the month of fasting, ended. The children also welcomed the season of spring with the lovely sunny days we had. The children were provided with different activities



that involve using their hand-eye coordination as well as their fine motor skills.

They made Eid cards, painted a mosque, took part in our EID party, had a dancing session using musical instruments, and made blossom trees as we notice the trees in our environment blooming in addition to engaging in free play.

Communication and Language/ Understanding – Making EID cards.



Boudicea, Nala, Orlando and Willow enjoyed taking part in decorating their own Eid cards. The children were provided with glue, glitter, glue sticks and different colour cards. They were encouraged to name the colours during the activity. Boudicea was able to repeat the word purple when encouraged by the practitioner as she is now starting to frequently imitate words and sounds. Orlando used his right hand to hold the glue stick and spread the glue on the card, he used his pincer grasp to select the sequins he wanted to stick on his card. Willow chose a blue card and decorated her card with the guidance

of the practitioner and she was happy choosing her own sequins to stick on her card. Nala chose a pink card when the practitioner asked her to choose one and she showed interest in the range of sequins and resources to make her beautiful card. The children demonstrated good listening skills during the activity and they were able to follow the activity by using nonverbal cues and staying until the end.



Being imaginative and expressive – Painting a Mosque



Sunshine Room children took part in painting a mosque. The children were provided with paper, brown coloured paint and paintbrushes. Orlando, Cesar, Willow, Nala, Amaru, Elyas and Boudicea enjoyed taking part in painting the mosque using paintbrushes and

expressing themselves through physical actions by using their imagination. The practitioner put the brushes in the middle of the table so that the children could get them by themselves. Most of the children were able to select their individual brushes and this activity also promoted communication, turn-taking, sharing and teamwork.



Physical development/ Moving and handling - Making biscuits with raisins



Elyas, Boudicea, Cesar, Willow, Orlando and Nala took part in making biscuits for Eid. The children were provided with flour, butter, raisins and water to make the biscuits. They were encouraged to repeat the names of the ingredients that were going to be used for the biscuits; Siena was able to say the words clearly while Willow, Nala and Boudicea attempted to repeat them with support. All children took turns adding the ingredients and mixed the ingredients together.



Siena, Boudicea, Nala and Willow were interested in tasting the butter so they used their

little fingers to taste it, during the activity they also picked up the raisins from the bowl and added them to the mixture. Siena tried to crack the egg on the table but decided to give it to her peer to help her. Boudicea then helped crack the egg independently with both her hands. The practitioner asked the children "What colour is the egg?". They all looked inside the bowl and Siena replied yellow, then Nala, Willow and Boudicea also said yellow.



The children enjoyed feeling the texture of the dough, pressing and squeezing the dough as they **enjoy the sensory experience of making marks on food.**

Understanding of the world - The world - Yoga



Boudicea, Eliz, Siena, Romy, Willow, and Cesar enjoyed taking part in our yoga activity. All the children were provided with a yellow yoga mat to sit on and rest without their shoes on. They were able to follow simple instructions given by the practitioner. The children were encouraged to stretch the different parts of their bodies, such as touching their toes, their knee, and their heads, standing up and stretching their arms up and down and **changing position from standing to squatting and sitting with little effort.** Cesar was able to sit and stretch his foot, stand up and stretch his arms with the support of the practitioner.

Eliz was able to independently touch her toes with both hands and she was able to copy the practitioner whilst she demonstrated the tree pose.

Siena took part in yoga for a few minutes, but she got distracted playing with the yellow mats. Romy took part in yoga but ended up playing with the yellow mat and was encouraged by the practitioner to lie on the floor and have five minutes of rest. Willow enjoyed taking part in yoga and tried to copy the practitioner's movements and poses.

The children were encouraged to take deep breaths, breathing in and out during their yoga session. Overall, the children enjoyed participating in Yoga and the practitioner observed that they are becoming more confident learning



new poses.

Rainbow Room

Easter

The children participated in Easter activities; they painted eggs, decorated baskets, and took part in an Easter egg hunt. The children explored items and objects related to Easter that were displayed in the room to look at and play with as part of their free play. The practitioners also read stories relating to Easter and talked about hatching and which animals lay eggs and which animals don't and talked about spring animals such as bunnies, chicks, and sheep. The children also took home an Easter egg basket which they decorated with a few small treats inside.



Expressive arts and design – Creating with materials. –

Painting eggs

The children painted eggs to support their knowledge and understanding of where eggs come from and how they are part of Easter. The children who took part in the activity were Idris, Kymani, Chiara, Leo, Rebekah, Akeelah, Le'Ziah and Safwan. They were asked about where eggs come from, Kymani said, "From chickens", and the children were shown a chicken that was laying an egg, they were then asked about where the chickens live, and Idris and Chiara responded, "The farm". Each child was given an egg to paint and use a colour of their choosing. This activity allowed the children to explore colour changes as some children may [experience the colours mixing together](#).



Idris picked up the egg and used the white colour to paint his egg, he showed high levels of interest in painting the egg and once his egg was covered in paint, he continued to brush it. Leo held the egg and said, "Look Safwan, I have an egg". Le'ziah held the egg in her hand and brushed it with yellow paint; she then used her fingers to feel the texture of the egg with the paint on. Chiara was asked what colour she was going to use to paint the egg, and she responded, "I'm using red". She was then asked why she chose that colour and responded, "It's my favourite colour". The children enjoyed taking part in the activity as they were engrossed with high levels of concentration as they



were painting; they listened to what was being said about eggs with increasing attention.

Mathematics - Easter egg hunt

The children took part in an Easter egg hunt with hidden mini eggs around the garden. The practitioner first explained the rules of the game and gave the children a basket to share as the children were paired up. The children were given a choice of whom they would like to pair off



with and were told that whoever collects the most eggs would be the winners. The children who participated in the activity were Safwan, Leo, Kymani, Chiara, Mason and on another day, Olivia, Sariah, Olivia, Vanessa, Zeynep, Idris, Adam, Lamia, and Nora took part.



The children enjoyed this activity as they were excited to search the outdoor area and look for some mini eggs and were shouting out, "I found one". The children were able to **follow simple instructions, directions, and rules**. The practitioners were also actively involved with the children which made the game even more exciting for the children. After the children had collected some eggs and some of their baskets were full, the practitioner asked the children to gather around and counted how many eggs each pair collected. The children were able to **count in order** and some were able to count beyond twenty with the practitioner.



Ramadan

Rainbow Room children took part in Ramadan activities to support their knowledge of the religion of Islam and what Muslims do during their holy month. The children had the opportunity to explore Islamic items and learn about what they are used for and what Muslims do with them; they learnt that Muslims use prayer mats to pray on, and they eat a date to break their fast before eating anything else. The children also took part in making a collage, making lanterns, and tasting dates.

Understanding the World: People and Communities - Making a Ramadan collage

The children took part in making a paper plate collage about Ramadan using different pictures that represent Islam and that relate to Ramadan. The activity started off with the children discussing what Ramadan is and what happens during Ramadan and why it is done. We explained that Ramadan is a holy month and Muslims fast during that month, the children learnt that fasting is when a person does not eat or drink, the fast starts just before sunrise to sunset, and when the sun sets that is when Muslims break their fast. The children were shown dates, a sweet fruit eaten at the time of breaking one's fast. They were shown a mosque and were told that Muslims attend the mosque to perform their prayers, but they can also pray at home. They also learnt that at night time Muslims attend the mosque to do their Tarawih prayer which is a special prayer that is done only during the month of Ramadan.



After speaking about Ramadan, the children started sticking pictures onto their plates using glue sticks. Kymani, Chiara, Le'ziah, Safwan, Leo, and Israa were keen to do the activity while Mason first observed his peers before using the glue, Leo enjoyed glueing for a while before sticking the pictures to his paper plate. He stuck three different pictures to his paper plate and after sticking the last one, he made sure he had all the pictures on his plate by looking around the table for other pictures, he then said: "I am finished".

Chiara picked up a picture of a mosque and investigated it in detail **looking closely at similarities, differences, and patterns**

before sticking it to her paper plate. Kymani picked up a picture of a date and pointed at the picture and asked, "What is this one" As he **begins to ask simple questions**, he was told that it was a date and a type of fruit. Israa enjoyed using the stick to spread the glue around her paper plate as she was gluing for a while, she then picked up a few pictures and stuck them to her paper plate. Mason decided to join in, he spread some glue onto his paper plate and stuck a few pictures of his choice. Sariyah enjoyed sticking the pictures onto her paper plate as she used most of the pictures, she then realised that there was no more space to stick any more pictures. The children were calm while doing the activity and enjoyed learning about what Ramadan was as they listened to what was being said **with increasing attention and recall**.

Personal, Social, Emotional Development - Understanding emotions – Box of feelings

The children participated in a box of feelings session to support them with their emotions and express how they feel, especially after returning from their two-week Easter holiday. The session provides an opportunity to discuss what they can do to make themselves feel better if they are feeling upset, and the children get to listen to how others feel and why they are feeling that way. After the session, the children feel much calmer.



The activity started with each child holding the mirror, looking at themselves and talking about how they felt. Sariyah held the mirror and said, "I feel happy", she was asked why she felt that way and responded, "I'm going home". She had her coat on while the activity was being carried out outside in the garden after our afternoon snack time. Sariyah passed the mirror to Safwan, while he was holding the mirror, he was asked about how he was feeling and replied, "I feel happy" as he **expressed positive feelings such as joy**. Right after his response, he gave the mirror to Kymani, he held the mirror and looked at himself in the mirror and said "Mummy is coming" while smiling.

There were picture cards on the floor for the children to choose to talk about. Kymani picked one up and showed it to his peers, the children were questioned about what was happening in the picture. Chiara said, "the girl is laughing", Kymani then commented, "she is pointing at the other girl's shoes" as he **explained what is happening** in the picture. The children were asked if the girl is laughing at her friend's shoes and were asked about how others would feel if they were to be laughed at, Chiara, Kymani and Le'Ziah responded "sad".



Le'ziah picked up a card and said, "What's this", she was then asked to show the picture card to her peers. Safwan pointed at the picture and said, "Sandcastle", he was asked what happened to the sandcastle, Safwan looked at the picture in detail and pointed again. Chiara said, "the castle is broken", she was asked how it broke and replied, "the boy broke it". The children were asked about how others would feel if someone broke something they made, Le'ziah, Sariyah, Kymani and Chiara said "sad" which shows they understand how other people would feel if this was to happen.

The children enjoyed participating in the Box of Feelings activity as they were eager to speak about how they felt and discuss what was happening in the picture cards. They will continue to be supported with their emotions with a regular box of feelings sessions to **have an understanding of their own and others' feelings** and what can be done to make them feel better.

Expressive arts and design – Creating with materials - Making Ramadan lanterns



Rainbow Room children showed interest in making Ramadan lanterns using sequins and glitter to decorate the lantern. The children learnt about what lanterns are used for and that some Muslims use them to decorate their homes.

The children who took part in the activity were Idris, Kymani, Lamia, Zeynep, Nora, Vanessa, Rebekah and Akeelah, they listened to what was being said about the activity with **increasing attention and recall** and how it will be made as they understood that they were meant to use the glue to make their cards sticky

then use sequins to decorate and glitter to finish off.

Kymani, Idris, and Nora were fully engaged during the activity as they were moving the stick around on the coloured card **showing increasing control in holding, using, and manipulating the stick** to spread the glue on the card and picked a few sequins to stick on their cards to decorate their lanterns. The children were given the opportunity to choose what colour glitter they would like to use. Kymani said, "I want the red glitter", he used his fingers to pinch the glitter and sprinkle it over his card to decorate his lantern. Rebekah observed her peers before sticking on the sequins, she was calm during the activity as she took her time to stick the sequins on, once she was done, she pinched the green glitter and sprinkled it on the edge of her card. Vanessa pinched a few sequins and sprinkled them over her card after spreading the glue on her coloured card. Lamia said, "I like red glitter" as she wanted to sprinkle the red glitter over her coloured card. The children enjoyed the overall activity as they spent a while decorating their coloured cards to make their own lanterns.



Personal Social and Emotional Development – Sense of self Tasting dates

Rainbow Room children took part in tasting dates to explore a new taste and texture. During this activity, they described the taste of the date and how it feels when they hold it in their hands and were reminded that Muslims break their fast with a date.

Rahil said, "I want to have it", when he saw the date. Exauciane was keen to taste the date and said, "My turn, my turn", she held the date and had a look at it and then ate it as she feeds **herself competently** and said, "it is yummy". Kai'yron was given a date to hold, he then put it on the table to observe what his peers are doing with the date, he watched Kymani eating the date and decided to give it a try, he licked the date and said, "don't want it" as he **develops his own likes and dislikes**.



Kymani said, "I want another one", after having his second date he commented, "it is yummy". Mason was offered the date and said "no thank you" as he **shows an emerging autonomy through asserting choices and preferences such as different tastes and rejecting things he does not want**. The children were asked what the date tasted like, Kymani said, "it's sweet" while Exauciane said, "It's yummy". The children were asked about the colour of the date, Kai'yrone said, "It's purple" whereas Exauciane said, "It's brown". The children enjoyed taking part in the activity as they explored the dates and some even tasted it.

Eid

Making Biscuits



Communication and language – Understanding.

The children took part in making biscuits as part of their Eid celebrations and in this baking activity, Rebekah, Idris, Kymani, Adam, Siena, Akeelah, Rahil, Mason, Safwan, Leo, and Chiara participated. The practitioner first introduced the ingredients to the children. We used eggs, butter, cinnamon powder, vanilla essence, baking powder, plain flour, and raisins to sweeten the biscuits. With support, the children took part taking turns in pouring the ingredients into the bowl. The children were able to **follow and respond to simple instructions** as Leziah and Kymani first cracked the eggs as we used two eggs for our biscuit. Then Rebekah, Idris, Akeelah, Siena, and Chiara poured in some butter using two spoons to scrape off the butter from the other spoon into the bowl. Adam poured in some cinnamon powder; the practitioner passed the cinnamon powder around for the children to smell it. Rahil poured the vanilla essence; the practitioner helped him to pour some onto a measuring spoon first and then he poured it inside the bowl.



Then Mason poured in some baking powder also using a measuring spoon. As the children were pouring the ingredients inside, they were mixing all the ingredients together using a whisk. Safwan and Leo poured some flour using a spoon and then did a final mix. We added some raisins into the mixture and as the dough started becoming more harder to mix using a whisk, the practitioner then started to mould the dough using more flour until it was not sticky. The practitioner gave a piece of dough each to the children as they all started to form their biscuit shapes. The children patted and rolled their dough to form their shapes and then placed them onto the trays with baking paper for the biscuit to bake in the oven. After the biscuits were baked, the children took their biscuits home to eat.

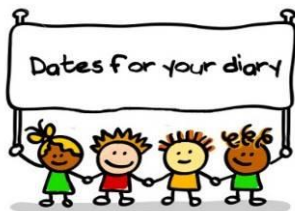
Understanding the world – People and communities –

Eid party

The children took part in an Eid party during snack time, they listened to Eid music in the background and wore



their party hats. After the children had snacks, they danced to party music. Kymani chose to dance with Chiara as he held her hand and spun around and jumped up and down with her. Chiara was waving her arms while dancing to the music, Leo danced by **jumping and moving his body and clapping to musical beats**, he held Le'Ziah's hands and started to dance with her. Le'Ziah jumped while turning around and holding Leo's hands, she looked at Leo and smiled. Le'ziah went dancing on her own and then picked up a toy and danced with it in her hand while she moved her body from side to side. The children enjoyed dancing to the music and moving their bodies, this activity supported the children's physical development as they were **moving in a range of ways whether that was bending down or jumping and landing on the whole foot**.



Bank Holiday

Monday 29th May

Staff award

Nursery closes early at 4.45pm

Friday 26th May (5pm to 7pm)

Eid holiday

Around 29th or 30th May (To be confirmed)

Male Careers Day

Thurs 15th June (9am to 11am)

Comments/ Suggestions

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

Name (optional): _____ Date: _____

