



**A very Happy
Birthday to Alden,
Galad, Siena and
Eliz!**



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.

Fasting for Ramadan and Eid Celebrations

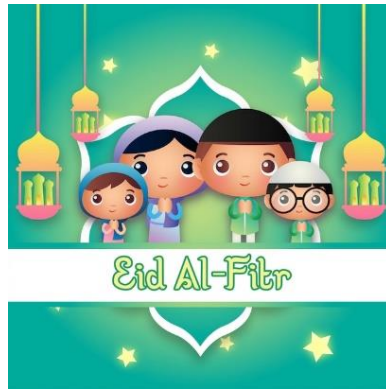
Once the holy month of Ramadan comes to a close, Muslims all over the world celebrated Eid Ul Fitr. After a month of fasting and devotion to prayer, purification, and charitable acts it is a true celebration for the Muslims to thank God for getting them through the month. It is celebrated on the 1st 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 and children hosted an Eid party at the nursery with the children & the staff team, sharing some yummy snacks and homemade food with each other.



The children in Sunshine and Rainbow room took part in Eid celebration party and enjoyed some yummy snacks and dancing to some cultural music thereafter. Cultural capital is incorporated into the children's activities to build respect and understanding of different cultures and celebrations.



Happy Eid to all of those who celebrated!

Staff Award of the Year reminder for parent's

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.

Please remember to place your votes by Friday the 14th May 2024.

The winner will be announced at the staff award ceremony on **Friday 24th May at 4.45 pm** at the Ottaway site!

GOOD LUCK TO THE STAFF TEAM!

Male Carer's Day: On Thursday 13^h June 8.30 – 10.50 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.

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.**

Policy & Procedure / Top Tip for Parents

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 (Rainbow Room)

10.40 to 11.20am (Sunshine room)

Afternoon

1.00pm – 2.00pm (Rainbow 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.

A reminder of the Bonus programs offered at Rooftop Nursery

Bonus programmes	For who?	Days & Times
French sessions	Rainbow Room	Wednesday (Fortnightly) 9:15am
Forest Play	Rainbow Room	Thursdays (Fortnightly between spring and autumn)
Heuristic play	Rainbow & Sunshine Room	Weekly
Yoga/ Tai chi	Rainbow & Sunshine	Weekly
Tiny Mites	Rainbow & Sunshine	Monday 9:15-10:15

Henry: Healthy Start, Brighter Future

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

Online parent support groups run by a HENRY facilitator – a chance to share experiences with a small group of other parents, find ways of reducing stress and gain new ideas to manage daily family life and get your little ones off to a great start.

Sessions on specific topics such as introducing your baby to solids or tackling fussy eating – provided on the phone or via video calls.

Having a HENRY Buddy - someone who will keep in regular contact with you, providing practical and emotional support to help you through the challenges of family life.

To find out more or to take part please fill in the online form or alternatively, ring on 01865 302973 <https://henry.org.uk/freesupport>

Parent Notices

- **Please call the office by 9.30 am or 1:30 p.m.** 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.
- 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 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. Please support us by **folding your buggies.**
- **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 coins/money into the nursery in their pockets.
- 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.
- 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.
- 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.



Sunshine Room

We would like to give a warm welcome to our new settler Matteo!

Spring

To help the children settle back in after the Easter break and continue learning through play, we decided to focus on spring and enjoy activities such as 'What's in the Bag?', engage in free play and develop their independence by painting, sticking, and glueing. The children took in creating Lady birds, Sunshine handprints and Spiders from black playdough. We also encouraged the children to participate in yoga to relax, focus on their breathing and build on their muscle strength as part of their weekly bonus session. The children and practitioners also had a lovely Eid party with yummy snacks and cultural music.



Making a Lady bug

Understanding of the world – The world

As part of building on the children's understanding of the world and their natural habitat, one of the activities the children took part in was making a ladybug. As we had low ratio, Sunshine room and Rainbow room children combined for this activity.



As the weather was nice, we decided to carry out our activity in the garden and as a follow-on activity the children tried to find some minibeasts or ladybugs on some of the plants or trees whilst playing outdoors, [the children were curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life](#) as they spend more time outdoors.

The materials were prepared to make a collage ladybug which consisted of red tissue, googly eyes, pom poms, PVA glue, glue sticks and paper plates for each child. Galad and Tai took part from Sunshine room for this activity, and they were supported by the practitioner with each step.

During the activity the children discussed what they are making and repeated words such as, "ladybug", "red", "spots" and "eyes", some of the younger babies made sounds as they are yet to form single words. The practitioner also talked about the weather during spring and that we can see a lot of mini beats and insects such as ladybug outside.

The children were given a paper plate with their name at the back, they started by spreading the glue on their paper plate, then stuck red tissue, pom poms and googly eyes to make ladybug. Galad and Tai, we're happy to make ladybugs with Rainbow Room children. The children used their fine motor skills.



Hand printing the Sun.

Physical development – Moving and handling.

Sunshine Room children took part in creating individual Suns for one of their spring themed activities. The aim of this activity was to develop an understanding of their natural environment, explore textures, use their creative skills, and learn the colours.

To make the Sun the children were encouraged to form handprints using yellow paint and were provided with individual papers. The practitioner supported the children to put on their aprons to begin with, some of the older children such as Galad and Amaru were able to get the aprons from under the sand tray and bring it to the practitioner when prompted with **simple instructions** which shows that they are developing their understanding and will attempt to **select familiar objects by name and will go and find objects when asked, or identify objects from a group**. Once they were seated at the table, they were excited to get started as painting was one of their main interests.



Amaru, Galad, Zenaiya and Mirabelle all took part in this creative activity, the practitioner named the resources being used and repeated some of the words to the children to support them with building on their vocabulary such as “paper”, “yellow”, “hand”, and “sun”.

The practitioner demonstrated how she will be carrying out the activity using the paintbrush to paint each child’s hand and gently guide them with forming handprints onto their paper. The children were excited to feel the texture of the

yellow paint inside the palm of their hand, some of the babies were using their right hand and some of the babies were using their left hand during the activity. The practitioner had a conversation about the sun in the sky, describing it as bright and providing warmth to all living things, and that they would be using the colour yellow to represent the sun.

Once the children had finished completing their handprints, they each took a turn to wash their hands with support from the practitioner. Overall, this activity was a great success, and the children were able to develop on their vocabulary whilst exploring textures and using hand and eye coordination.



Spring/Minibeasts

We continued our Spring theme for a second week and continued to explore a range of mini beasts to deepen the children's understanding of the season in addition to our weekly activities such as yoga, Heuristic play, and box of feelings. During some of our creative activities the children took part in making a butterfly and caterpillar and listened to the Hungry Caterpillar story which included props to bring the story to life. We also celebrated three of the children's birthdays during the month of April.

Painting a Butterfly

Expressive arts and design

Sunshine Room participated in a painting activity. The children painted a butterfly since it is spring, and they have been observing the different minibeasts they may have noticed in the garden and within their environment. To begin with, the practitioner supported the children with their aprons as they got prepared to start the activity.



Amaru, Iris, Galad and Alfie all took part in this activity and before the children began painting the practitioner showed them a sensory toy shaped as a butterfly. The children showed interest in this butterfly and directed their [listening and attention](#) to the practitioner as she described its features, some of the children pointed to the butterfly during the activity and some children used sounds and single words as they passed the butterfly around the table for each child to hold and explore independently. The children were eager to [explore and experiment with an increased range of media and movement through multi-sensory exploration and expression](#) as they were ready to begin the activity and use the resources provided.

The children were provided with individual paper, paintbrushes, yellow and green paint.

Amaru used the yellow paint first, she held the paintbrush in her right hand and held the paint palette in her left hand as she dipped her paintbrush into the yellow paint and started to spread it over her paper by creating strokes and dabbing her brush onto her paper to create marks. Iris held her paintbrush in her right hand and decided to use the colour green, she used her palmar grasp as she held her paintbrush and created horizontal strokes across her paper proudly. Galad chose to paint his butterfly in a more creative way using his paintbrush to paint his hand and fingers and press it down on the paper using both hands as he formed handprints. Alfred joined the painting activity afterwards, he was supported and encouraged to put paint on his hands and print it on the paper forming a handprint.



The children enjoyed the activity and were able to develop their fine and gross motor skills and learn about living organisms in their natural environment. They were also supported with extending their vocabulary as they learn new words.



Painting a caterpillar

Expressive arts and design – Creating with Materials

The children participated in an arts and crafts activity painting and decorating a caterpillar as part of our exploring minibeasts theme. Many of Sunshine room children were excited to take part in this activity as it is based on, they're their interest and they usually listen to "The Hungry Caterpillar" story attentively.



Amaru and Iris took part in this activity and waited patiently for the activity to start. The practitioner used a caterpillar as a visual for the children to make a link to what they were going to make, and they each had their individual paper plate to use along with some green and red paint and some paint brushes.

Amaru independently picked up a paintbrush, dipped it in the green paint and started to paint her caterpillar. Iris showed interest in the caterpillar toy which was used as a visual and held it for a few minutes and pointed at the eyes and legs. Iris started independently painting her paper plate using red paint and attempted to point her hand and explore the texture of the paint during the activity. The children demonstrated creativity as well as developing their gross motor skills and

[continue to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.](#)

Exploring Minibeast continued

We focused on minibeasts for another week as there are many learning opportunities and variety of insects to explore, the children participated in different activities to learn about insects and improve their mathematical skills as we also use simple numbers to count the insects. The children had fun participating in these activities since they involved paint and other media and materials the children liked. The children also took part in their weekly session of heuristic play and took part in a calming yoga session.



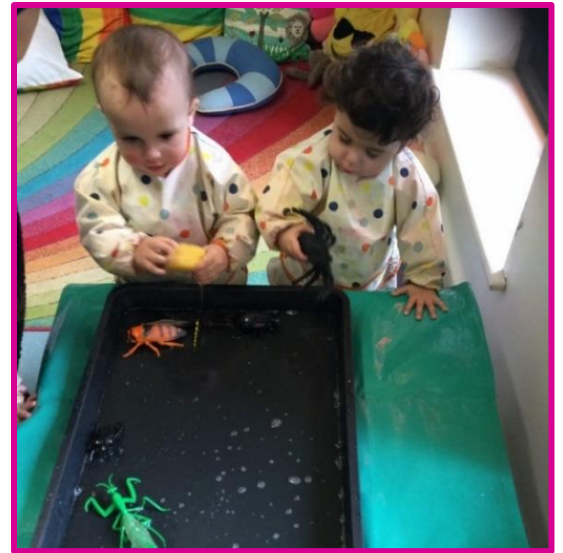
Minibeasts with water play

Communication and language – Listening and attention.

Sunshine Room children participated in a water play activity with mini beasts. The practitioners prepared some water and minibeasts in the tuff spot for the children to explore and enhance their knowledge of mini beasts, how they look, explore their features, the colour of the minibeasts and how many legs and eyes they have.



Alfred, Salma and Mirabelle took part in this activity and were encouraged to wear their aprons to begin with. Alfred was excited to explore the water and used his gross motor movement to splash the water and make loud sounds, Alfred attempted to form single words and



repeat after the practitioner. Salma showed interest in the spider and held it in her hand and she explored its features and placed it in the water for a wash. Mirabelle was supported by the adult to take part and reach out to the little minibeasts in the tray, she was very excited to splash her hand in the water up and down and moved the minibeasts/grasshopper along the tray.

The practitioner named all the minibeasts used during this activity and named the colour of them to allow the children to make a link. The words "Spider", "Grasshopper", "Bee" and "Beetle" was used along with the colours "Green", "Black", "Orange" and "Yellow". The children have [continued to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression](#) during the activity. Overall, it was an engaging way to explore mini beast and [enjoy the sensory experience during play](#).

Creating paper plate Spider

Physical development – Moving and Handling

Tai, Noah, Amaru, and Mirabelle participated in an activity where they made spiders using small pieces of tissue paper and googly eyes. The practitioner sang the "Incy, wincey Spider", song whilst showing the children a spider at the beginning of the activity for the children to have an idea of what they were creating, the practitioner held a spider in her hand to show the little artists. Mirabelle listened to the rhyme and waved her arms like a butterfly. Amaru, being the oldest, knew she had to dip the glue stick into the glue bowl and apply it to the paper plate. She used her right hand to swirl the glue onto the plate, then picked a small black tissue paper and tried to stick it onto it. As she was sticking the paper, some of it stuck to her finger. With her left hand, she tried to remove the paper. The practitioner showed Amaru the googly eyes, which she picked up one by one using her tripod grip and stuck three eyes onto her innovative spider. Tai and Noah made their collage spiders with help from the practitioner. As one of the students was helping Noah, he



kept repeating "No, no." Matteo, on his second day in the nursery, was settling into the new environment. Alfie could not join in as he was having a nap.

The spider-making activity improved the children's fine motor skills, creativity, and listening abilities. Applying the resources enabled the children to build on their coordination and fine motor skills during the activity whilst being supported by the practitioner.

Bonus sessions

Tiny Mites

Expressive arts and design - Creating with materials.

Sunshine room children took part in a yet another fun and exciting Tiny Mites session. The music teacher brought her suitcase full of goodies, props and puppets for the session.

Alfred, Alden, Salma, and Mirabelle took part in the session and **were able to maintain a good level of focus and attention** were encouraged to sing different rhymes with the practitioner and were introduced to all the tiny mites, Dina, Muse, and Magic. The children enjoyed making different movements during each song and were supported with following simple instructions and imitating the actions modelled by the music teacher. For one of the songs the children were provided with individual shakers to use, they had to shake them high and low and use their gross motor skills whilst attempting to sing along. Another song they listened to the "Pussy cat" song, the children were introduced to a fluffy black and white cat (puppet) who said hello to each of them whilst going around, they were also encouraged to stroke the soft cat and use their senses before singing and dancing along to the song. and acting like a cat that was chasing a mouse.

This was Mirabelle's first session and she enjoyed it so much, singing different rhymes and making different movements by shaking her body and smiling during the activity time.

During a car song, the children were encouraged to hold a plate which was used to represent a steering wheel and their used their grasping hand to hold it with a firm grip whilst pretending to drive along the street and making different movements pretending they were putting their belt on and driving the car and pressing the horn with their palms pretending it was making a "beep, beep" sound.

Towards the end of the session the children enjoyed bubble time where the bubble machine was used, and the children attempted to pop and catch the falling bubbles before saying goodbye.



Rainbow Room

We would like to give a warm welcome to Hudson and Galad to Rainbow room as they have transitioned from sunshine room, they have settled in well and are making great progress!



Spring

As the children returned from their Easter break, we focused on the theme 'Spring', as the children have been observing the current changes within their natural environment with the trees and flowers beginning to bloom. Rainbow room children participated in a range of creative activities such as painting blossom trees, creating a butterfly, exploring flower ice cubes, and making a ladybug collage. The children also took part in celebrating Eliz's birthday party, and Eid celebrations along with their weekly session of Yoga to support the children with regulating calmness and focussing on their breathing during their daily routine.



Painting a blossom tree

Expressive arts and design: Creating with materials.

Rainbow Room children took part in creating their individual blossom trees as part of their first activity of the week. The children were supported and encouraged to wear their apron and sit at the table when they were ready. The practitioner had a conversation with the children about what they may have noticed on the tree outside and the colour of the flowers. The children were introduced to changes within the season and the impact this has on creatures, plants, and trees.

Willow, Eliz,
Romy, Sophia,

Bobby, and Siena took part in this activity and were excited to use the resources provided to create their blossom tree. They were provided with brown, pink, and red paint, paint brushes and A4 paper.

The children learned about spring and how petals fall from the tree as their cycle comes to an end before new leaves begin to grow. The children took turns to create a handprint which would represent the trunk of the tree, they used some brown paint, and the practitioner supported them as they painted the palm of their hand and arm. To represent the blossoms, they were encouraged to dip their finger into the paint and create little dots to form the blossom petals which supported them with [exploring and experimenting with an increasing range of media and movement through multi-sensory exploration and expression.](#)



The children were able to tolerate delay and wait patiently for their turn. They used their fine motor skills and communicated well during the activity. While some children knew the colours, others needed support, so the practitioner repeated the names of the colours for them to build on their vocabulary and become more confident with naming some of the colours.

Upon completing the activity, the children gathered at the table once their painting was dry and had a conversation about the blossom tree they had created, relating this to their experience of witnessing them along the road or in the park. The children showed pride in their achievement and showed off their painting to each other. The children **were able to notice and become interested in the transformative effect of their action on materials and resources.**

Painting Butterflies

Communication and language – Speaking.



The children moved onto exploring butterflies. They gathered around the table as the practitioner presented a model of a butterfly and discussed the butterfly life cycle. All the children showed interest in listening, and in the open-ended questions that were asked. For example, when asked where they had seen butterflies, Siena said, "I saw one yesterday." The practitioner explained the butterfly cycle and said they would read "The Very Hungry Caterpillar" together. Bobby eagerly fetched the book from the book corner, saying, "I'm getting the book, Faiza." The children were **able to use language in recalling past experiences.**

The practitioner then painted a butterfly, and the children were asked to pick up their paintbrushes and start painting. Bobby, Cruz, Siena, Willow, Sophia, and Malaiyah all began painting beautiful butterflies. However, Romy was intensely focused on what the practitioner was saying. She dipped her paintbrush into red paint and swirled it on her white canvas. Siena exclaimed, "Look, do you like my butterfly?" Willow applied two colours, pink and yellow, while Siena used all three colours. Malaiyah made a few strokes with red paint before deciding to paint her hand. Sophia used a palmer grip, first with a paintbrush, then with her hand, dipping her thumb and index finger into pink and yellow paint and applying it to the paper. Cruz happily painted with yellow, holding his paintbrush with his palm and swirling it onto the paper. Initially, Alice watched her peers paint, observing quietly. Eventually, she decided to join in, using her fine motor skills to paint her butterfly. This activity enabled the children to **show increasing control in holding, using and manipulating a range of tools and objects such as mark making tools.**



Spring (Continued)

We continued to explore Spring and learn about the world we live in and our environment for a 2nd week. The children had the opportunity to take part in a range of creative and messy activities as they were encouraged to use their senses whilst exploring different textures. As part of some of the great activities planned the children took part in exploring flowers, creating the sun using handprints, planting watercress, exploring story books related to spring, flowers and plants and making fruit salad. The children also took part in their bonus sessions; Tiny Mites music, phonics, yoga and heuristic play.

Hand-printing the Sun.

Physical development – Moving and handling.

Rainbow room children, including Willow, Nala, Siena, Alice, Cruz, Elyas, Cesar, Romy, Sophia, Malaiyah, Idris, and Hudson from the baby room, had fun making their individual Sun for one of our Spring themed activities.

Hudson has recently transitioned into Rainbow Room and happily participated in the activity. The children wore aprons, with some children requiring some help. The practitioner repeated the colours being used during the activity and prompted the children to repeat after her as they **expanded on their vocabulary**. Each child decorated their paper plates for their sun. We talked about spring weather, sunny days and the role the sun plays in helping the flowers, plants and trees grow.

The children were supported with having their hands painted with a choice of colour they would like to use; they took turns to create colourful handprints on their paper plate. Some of the children decided to count the number of fingers they could see after they had formed a handprint. The children remained focused for a period of time during this activity and enjoyed exploring the wet texture of paint.

Once the children had finished their handprints, their artwork was set aside to dry and then centered in the middle of the sun like little rays of Sunshine who bring joy and laughter to our lives each day!

Planting watercress

Understanding the world – The world

Rainbow room children took part in a planting activity for one of their spring activities. Once the activity was set up, Cesar, Vanessa, Zeynep, Hudson, Eli, Alice, and Romy quickly found chairs and sat down to start. The teacher showed them how to



plant watercress, from beginning to end and were supported to follow the instructions given during the activity. The children were eager to begin thereafter.

Cesar went first. He took soil from a bowl and filled his planting cup halfway. Then, he pointed to the bag of seeds. The practitioner repeated the word "seeds" several times, and Cesar acknowledged and said "Faiza seeds". He used his **pincer grasp** to pick up the seeds. Finally, he asked for water to finish planting. Vanessa and Zeynep planted their watercress too. Eli and Alice also planted theirs, but then they decided to empty their cups into the tray. Romy waited patiently for her turn. She held her cup and spoon, observing her friends as they planted their seeds. Hudson was new to Rainbow Room; it was only his second day but he was very focused on what the practitioner was showing. He scooped soil with a spoon in his left hand and held his cup steady with his right hand. As he watched his friends, he asked the practitioner for seeds, **beginning to ask simple questions**.

The practitioner gave him seeds in his palm, and he gently put them all into the soil. Finally, he added water to his planted seeds. The second group included Malaiyah, Cruz, Nala, Sophia, and Siena. The children enjoyed feeling the texture of the soil and seeds. They all happily completed the activity.



Minibeasts

Rainbow room children participated in 'mini beast' activities as we are in spring, and the children noticed different insects during outdoor play. The children have been fascinated with insects, and we extended the children's interest by providing the children with magnifying glasses and carrying out a minibeast hunt outside. The children have also noticed insects such as snails especially after it rains, as well as worms, ladybugs, bees, ants on the trees, and bees. The children enjoyed taking part in different craft work relating to insects and started their first forest play session for the term.

Painting Bumble Bees

Understanding the world

The children took part in painting bumble bees. Siena, Cesar, Alice, Elyas, Idris, Willow, and Alice participated in this activity. The practitioner first spoke to the children about bees as she had props in the middle of the table



and showed the children a toy bee. The children were asked, 'What colour are bees?' Siena and Willow replied, "Yellow and black". The practitioner then asked, 'What do bees do?' Alice replied, "They fly".

The practitioner **extended the children's knowledge, understanding, and language** further by showing them a jar of honey, linking this to what the bees do and explaining that bees make honey. We discussed who likes honey between us and how they like to have it.

After the discussion about bees, the children were given a paper plate and a paintbrush to paint their bees. The practitioner modelled painting a bee, painting straight lines of yellow and black paint. The children tried to imitate, and some children were mixing the colours.

After the children had painted their bumble bees, some children wanted to taste the honey. The children gathered in the carpet area to try to taste the honey as the practitioner placed a little bit on their fingers using a spoon. Nala, Alice, Cesar, Malaiya, Sophia, Siena, Willow, Elyas, and Idris liked the honey. Alice didn't want to taste it at first, but after seeing her peers she also wanted to taste it. Romy didn't like the texture of the honey on her finger and didn't want to taste the honey. We talked about how the honey tasted sweet and about the texture as it felt sticky. The children have **developed their likes and dislikes in food and are willing to try new food textures and tastes**.



Bonus class

Tiny Mites

Expressive arts and Design – Being Creative

Rainbow Room children took part in their bonus class Tiny Mites music session which brought excitement as their teacher arrived with her four puppets and suitcase full of props and goodies. They began with a lively song, introducing the puppets, and then the teacher warmly asked each child for their name. The children were **able to follow simple directions given** by the music session as they listened carefully.

The children sang along as the teacher led them to a fun song about visiting the zoo, complete with actions. They began their journey on an imaginary drive using colourful plates, **engaging their fine motor skills**. An exciting moment occurred when the teacher described an animal for the children to guess. Alice, quick to respond, said, "It's a monkey!" The children laughed as a monkey puppet unexpectedly emerged from a suitcase. They continued with music and colourful shakers, encouraging the children to dance. Wrapping up with bubbles, the children joyfully popped them, some using their index fingers and others using both palms. All around this was a fun filled session.



The Tiny Mites session encouraged children to listen actively, follow instructions, and respond to clear and simple instructions that are easy for children to follow which helps them to build on their listening and attention skills. This was also a great opportunity for the children to build on their creativity and self-expression through art, music, and imaginative play.

French

Communication and language – Speaking.

The children of the Rainbow Room participated in a French session as Debbie joined us once again for a fun and exciting session. Those who took part were Romy, Nala, Cesar, Siena, Alice, Bobby, Hudson, Eli, Cruz, Vanessa, and Zeynep.

They began by learning basic greetings in French; for example, "Hello" translates to "Bonjour" and "Thank you" to "Merci." They passed a football around, introducing themselves one by one in French, such as "Je m'appelle Bobby." Showing [the ability to learn new words very rapidly and is able to use them in communicating.](#)

Next was a superhero-themed counting activity, where they all counted from 1 to 10 in French. They also discussed how different animals, like an elephant, would greet each other, and focused on superheroes, exploring various superhero pictures. The children answered open-ended questions about the skills a superhero might have and described these in French, such as climbing (grimper), running (courir), and flying (voler). They were encouraged to point out and name the colours they saw on the superhero pictures in French. Bobby, Siena, Alice, Cruz, and Nala were able to identify several colours correctly.

The session was engaging and interactive, with the children showing visible enjoyment and participation. Lastly, they were given scarves of different colours—green (vert), red (rouge), purple (violet), pink (rose), black (noir), and orange (orange)—and learned to name each colour in French.

The session supported the children to learn about a new culture and language, helping them understand the world better. The children were also able to improve their listening, understanding, and speaking skills in French whilst broadening their understanding of the world.



Forest play

Understanding the world



The children who took part in Forest play for the first time were Cruz, Zeynep, Vanessa, Alice, Nala, and Romy. On the way, the practitioners went through the traffic light rules and talked about safety when crossing the road. The children were able to pay attention to what the practitioner was saying, Cruz, Vanessa, Nala, and Alice knew that red means 'stop', and green man means 'go'. Whilst walking to the park, the children were **observing their surroundings and commenting**, Zeynep and Romy pointed at the huge machinery, which was parked on the side of the road, Zeynep asked the practitioner "What's this?", and the practitioner explained that it was machinery for the road works. When we arrived at the park, the children were able to let go of the practitioner's hands, free to walk through the grass. The practitioner said, "Let's fly like an airplane, Romy spread her arms and ran across the grass whilst repeating the word 'airplane'. The children ran to meet their peers and adults from the other nursery.

Circle time:

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 (Otto) 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".

Mud painting:

The children were then divided into two groups, some children participated in mud painting, and some of them climbed the log. The children went near the mud pit where Hafiza was sitting, and the children took turns scooping some soil into their buckets and pouring some water to form mud paint.



The children went to the area near the logs to paint using a paintbrush. Alice, Romy, Nala, Zeynep, and Cruz took a bucket and paintbrush in their hands, and then one by one the children scooped the mud and transferred it into their bucket. The children were provided with a water bottle which they poured into the bucket, the children mixed the mud with the water, and using their tripod grip the children painted the log. Alice, Cruz, Zeynep, and Romy also showed interest in climbing onto the log using their gross motor skills. Vanessa was observing her surroundings at the beginning but as she saw other children engaged in other activities, she went with the practitioner to play a Scavenger Hunt.

Log climbing:

The children showed interest in climbing the logs, confidently with adult support. Alice and Cruz climbed from one log end to another. Romy happily walked on top of the wooden log with the help of the practitioner. She held the hand and tried to jump off the log. Zeynep also climbed the log holding an adult hand as she walked along to the middle of the log starting from the lower of the log. Cruz and Alice engaged with their peers from the other nursery, they shuffled from one end to another and repeated the activity several times, from the highest part of the log using their hands, arms, and bottoms, understanding, and choosing different ways of moving. The children showed satisfaction in meeting their own goals and enjoyed meeting challenges.



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Scavenger hunt:

The children took part in a scavenger hunt with a practitioner where they walked around with a checklist and a whiteboard marker to tick off what they found. Vanessa showed high interest in this activity as she found flowers and used her pen to mark off what she found. Nala found a tree on her sheet as she pointed at the image and also pointed at the trees in the park. Cruz saw a dog as he pointed at the dog from a distance and also showed the practitioner on his sheet. Romy went towards the log and pointed at a hole in the log as she also showed the practitioner an image of a hole on her sheet. The children enjoyed the activity as they liked exploring and discovering the natural world, noticing detailed features of objects in their environment.



Spring collage:

The children sat around in a circle, the practitioner explained to the children an activity they could do which involved collecting and sticking. The practitioner told the children that they could go in groups and look around and find anything natural. Nala and Cruz picked up some dandelions and daisies, and Nala also



picked some twigs from the grass. The practitioner also reminded the children about the rule of 'no picking', and 'no licking' and that they can only collect things that have fallen. The children then set off to find some natural resources in the designated area. The children collected them and brought them back to the mat and all the children and practitioners gathered around again to talk about what they had found. The practitioner **talked about some of the things they had observed** as the children picked up different flowers and twigs, and were asked open-ended questions such as, 'What they were', 'What do they look like', and 'What colour do they have? When the practitioner was showing the children a yellow flower, Nala said, "I'm going to find more yellow flowers". The children then took part in sticking their resources onto a piece of paper using glue sticks to form a spring collage. Romy did her collage and said to the practitioner, "Mine".

Hide and seek:

Towards the end of the session before leaving, the children took part in playing hide and seek. The children were divided into three groups with members of staff and went to hide behind the logs, bushes, and trees. Hafiza counted and went to find the children that were hiding. The children were **seeking out companionship with adults and other children, sharing experiences and play ideas** as they were feeling excited and happy while playing this game. Hafiza was saying, "Where oh where are you", whilst walking around pretending to look for the children. As a response, the children were shouting back, "We are, we are here" while hiding. When Hafiza found the first group of children, they all paired up and went to find the second and third groups together until all the children were found.

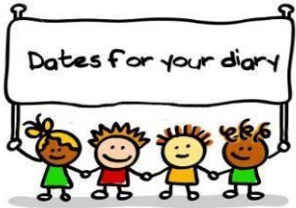


Our group photo with both sites together

We can't wait for our next session!



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



Inset day

Friday 3rd May 2024

Staff Awwad

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

Comments/ Suggestions

Please feel free to write any suggestions/comments you may have in the space below and email us on office@rooftop-nursery.com

Name (optional): _____ Date: _____