



A very Happy Birthday to Vanessa, Zeynep, Elyas and Zani!

End-of-year party

We would like to say a special thank you to all parents, children, and staff that attended our amazing end-of-year party!

It was a pleasure to host another party to end the year, allowing all children, staff and parents to celebrate together with lots of delicious snacks, treats, fun and games. During the party, the children took part in pass the parcel, musical bumps, musical statues and had the opportunity to show off their dance moves along with their parents/carers, peers, and practitioners. Each child also received a special present to take home at the end of the party from our manager Hafiza.

Thank you to all the parents who contributed towards the party food for the children and staff, this is much appreciated, we hope you all had a great time!

Wishing you all a Happy Holiday!







A big thank you to the staff team & our Head Chef Claire for the delicious food!



A reminder of the Bonus programs offered at Rooftop Nursery

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

Policy & Procedure / Top Tip for Parents

Supporting language development at home:

Play and Early Language

Talking and playing together is the best way to help develop your child's language

How can playing help my child's talking?

Young children learn best through play. Children learn to link words to objects, actions and concepts through their play.

They also learn about sharing, interacting, and communicating with others.

Children learn through copying the world around them – they may copy your actions around the house! They will soon begin to copy you in play.

Stay and Play sessions

Hackney offers Stay and Play sessions at each of its Children's Centres across the borough. Your child can attend these sessions for free.

These are an opportunity to interact with other children and to play with different toys.

Sessions may include activities such as healthy cooking, playing with sounds, messy play and story time.

To find out more contact your local Children's Centre or speak to a Speech and Language Therapist.

Tips for talking

Get down on your child's level

This will mean they can see your face, and this will help them to learn more about talking.

It will help you to notice what they are looking at, and interested in.

Follow your child's lead in play

Play with the toys your child chooses.

Try not to tell your child what to do – see what they do first and join in.

Extend their play – e.g. pretend to drink from a cup if your child is holding a tea cup.

Add words

Talk about what your child is looking at or doing.

Use simple language.

If your child is not yet using any words, choose one word or a sound

to comment. For example: 'down' or 'whee!'

Things to remember when playing

- × **Do not ask questions** - questions reduce the amount of language children use.
- ✓ **Wait for your child to show you when to join in** - only speak when they look at you or show you something. It is helpful to play in silence for a while.
- ✓ **Repeat the words your child uses** so they know they are right.
- ✓ **Add words** to expand on what they are saying. If your child says, 'Fall down' – you could say 'Yes, the horse fell down'.
- ✓ **Use new words again and again** – repetition is good!
- ✓ **Use new words in different situations** – e.g. 'duck' in a book, playing with toy farm, visit to a pond...



For further information:

https://gethackneytalking.co.uk/fact_sheet/play-and-early-language/

Parents afternoon – December 2023

We would like to thank all parents who attended their scheduled parents' meeting in December. We hope you had the opportunity to discuss your child's progress and development with your child's key person.

Feedback on our services

If you have not already done so, please send feedback on your thoughts regarding your parents' afternoon meeting which has been emailed to you. We appreciate all feedback as this enables us to recognise our strengths and if we have any areas we can improve on.

Many thanks!



Sunshine Room

We would like to give a warm welcome to our new settlers Alfie, Iris and Tai

Healthy Eating

Sunshine Room children had the opportunity to focus on the theme of healthy eating as they have been interested in exploring and playing in the home corner area with all the vegetables and fruits. The practitioner provided the children with different activities that supported them in further gaining an understanding of their surroundings and being able to recognise the food they eat daily. The children had the opportunity to take part in 'What's in the bag?' using fruits and vegetables, making a watermelon, green playdough and boiled vegetable play.



Language session/What's in the bag with fruits and vegetables.

Understanding of the world – The world

Sunshine Room children had the opportunity to learn about different fruits and vegetables. The children took part in a focus language session as part of their daily activity as they were learning about healthy eating and were introduced to the activity "What's in the bag" which entailed taking turns to take one item out from the bag and then the practitioner explained and talked about the item to the children and repeated the name of the fruit or vegetable and described its shape, size and texture. The children were able to **manipulate objects using their hands singly and together, such as squeezing, tapping and shaking** as they explored each fruit and vegetable. Cesar, Romy, Elyas, Malaiyah, Sophia, Galad and Salma all sat in the circle waiting for their turn.



The practitioner started the activity by singing 'What's in the bag' and calling the children's names one by one as they anticipated their turn and placed their hands in the bag to select an item. Romy picked out a strawberry, Galad selected a kiwi, Cesar selected a cabbage, Sophia, and Elyas pulled out a green pepper, Malaiyah chose a grape, and Salma pulled out a cucumber with support from the practitioner and tried to eat it!

The children enjoyed taking turns exploring what was in the bag and listened attentively to all the names of the different fruits and vegetables being pronounced. Cesar, Romy, and Elyas tried to **repeat words** after the practitioner and some of the younger children made sounds and gestures.



Overall, it was a great activity for the children to have a better understanding of everyday foods that we see and eat.

Painting an Apple

Physical development – Health and self-care

Sunshine Room children had the opportunity to paint individual apples as part of their healthy eating theme. As part of their daily activity, the children have been learning about healthy eating, foods that are good for our body and the importance for their growth and wellbeing.

To start the activity, the practitioner gave each child their paper and paintbrush and then the practitioner used an apple as an object of reference for the children to have a better understanding, [make a link](#) and visualise what they will be creating during the activity.

The children were encouraged to repeat the name of the fruit they were going to paint, only Romy and Cesar were able to say the word “Apple”, as they are beginning to use [different types of everyday words](#). Galad attempted to repeat after the practitioner. Sophia and Malaiyah also attempted to repeat the word apple but made sounds and gestures as they communicated with the practitioner and their peers, the children enjoyed listening to the practitioner and [following simple instructions](#).

The practitioner provided the children with two colours which were green and red and were supported in making choices as they chose the colour they would like to use as they painted their apple.

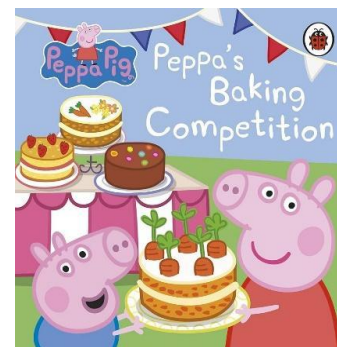
Most of the children decided to use both colours on their apple and used their imagination to paint their apple. Romy, Galad, Malaiyah and Sophia used their right as they were beginning to [show a preference for their dominant hand](#) as they spread the paint and create a range of marks on their paper while Cesar used his left hand. The children enjoyed exploring the colours especially Galad as he decided to use his hand to spread the paint on the paper and on his face showing interest in exploring texture in a range of ways. The children have also been [showing increasing control in holding, using and manipulating a range of tools and objects such as mark making tools](#).

The children enjoyed their creative activity, they remained focused and were not easily distracted.



Children's interest in the Book "Peppa Baking Competition."

The children focused on 'Peppa's Baking Competition' as the theme for the week, based on their interest observed during free play. The practitioner observed the children's play and provided them with more cooking activities, craft activities and story sessions for them to explore their likes and dislikes of food and sensory play. The children were able to bake carrot cupcakes, paint strawberry cakes, take part in story sessions, have a picnic, and participate in language session, "What's in the bag" with some of the items from the book. The children were able to expand their listening and attention, physical development as well and understanding of the world.



Understanding of the world - The World

Painting a Strawberry Cake

Sunshine Room children enjoyed taking part in painting a strawberry cake as part of their daily activity. The practitioner provided the children with individual pink color cards, paintbrushes, and red paint. The practitioner used the book that the children were interested in as a guide so that they could paint their favorite cake, which was the strawberry cake. Galad and Sophia took part by sitting around the table with the practitioner and listening to the story.



The practitioner showed the page within the storybook where the children had 3 cakes to choose from and they both wanted the strawberry cake. Galad and Sophia used their grasping hand to hold the paintbrush and paint on the paper and independently used their imagination to dip the brush in the red paint and paint their own cakes. Sophia was very fascinated with painting the strawberry cake as she was happily trying to get the practitioner's attention. This activity helped the children as they were able to know how things are used in different ways, such as rolling the paintbrush on the paper and holding it with one hand.

Physical development - Moving and Handling

Making Red Playdough

Sunshine room children had the opportunity to take part in making their playdough with the help of the practitioner as they enjoyed the sensory experience of feeling the texture of the paint and the wet playdough. For this activity we used the colour red as we continued to link this to the colour of the strawberry cake they learned about during the Peppa Pig story they showed interest in during free play.



The children were provided with their bowls and spoons and were shown all the ingredients they were going to use for their activity. They were supported by the practitioner to add all the ingredients to their bowl, which included flour, salt, oil, red paint, and water. They were encouraged to mix all the ingredients with their hands, and they enjoyed mixing their playdough.

Amaru was excited to explore the messy textures as she got some flour, powder paint and playdough on her face, she **enjoyed the sensory experience of making marks.** Galad, Amaru, Malaiyah, and Sophia did well in making their playdough then they helped the practitioner to transfer the dough from the individual bowls to one big bowl so that the practitioner could knead the dough and give it out to each one of them.

The children enjoyed squeezing and feeling the texture of the dough. The practitioner also encouraged the children to repeat the words “red”, “play dough”, and “soft”, and although the children were not able to repeat the words, they enjoyed taking part.



Overall, it was a lovely activity for the children as they were able to learn and explore through sensory play whilst using their imagination.

Christmas

Sunshine Room children had a fun-filled week of taking part in their Christmas theme and creative activities as they were able to explore the world around them and form a better understanding of culture, beliefs, and celebrations. The children had the opportunity to create a reindeer, a Christmas tree, and Christmas hats for their party and listened to a range of different songs related to Christmas. They had a fabulous time with all these spectacular activities, and they also took part in messy activities to further explore their sensory interests. The practitioner also provided the children with language sessions, physical games, and yoga to support their emotional needs.



Sunshine Room also welcomed three new children, Tai, Iris, and Alfie this month. The children were receptive and happy to have new friends in the setting. We hope they settle in well.



Making a Snowman

Physical Development – Moving and Handling

The children created a snowman which was so exciting!

To begin the activity the practitioner supported and guided the children to their seats and then showed them a visual, fluffy textured snowman toy to explore, touch, feel and talk about as this was used as a reference point for what they would be making. Some of the children looked at the snowman in awe



as they wondered what it was, Malaiyah, Galad, Salma and Sophia also used their hands to touch, stroke and hold the snowman whilst exploring.



For this activity, the children were provided with PVA glue, glue sticks, paper, and cotton wool. They continued to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression during this activity. Once the children had finished exploring the snowman, they were ready to begin using the resources.



They were provided with individual blue card. Salma, Malaiyah, Sophia and Galad were each given a glue stick and the glue pot which was passed around the table for each child to dip their glue stick inside. Galad required support with spreading the glue on the blue card, Salma was supported throughout the entire activity as she is still one of the youngest. Sophia and Malaiyah really enjoyed this activity and was independently following each step themselves. The children were then given some cotton wool to stick onto their paper, the practitioner talked about its texture and used words such as “soft”, “fluffy”, and “white” to describe how it looks and feels. Sophia was fascinated by the texture and pulled the cotton wool apart, Galad was not very impressed when the cotton wool got stuck to his sticky fingers and wanted to wash his hands thereafter. Overall, this activity supported the children to use their fine and gross motor skills and supported their independent skills.

Making Santa using Playdough

Expressive arts and design - Creating with Materials

Sunshine room children took part in making Santa using playdough. Iris, Galad, Sophia, Salma, and Alfie were provided with all the resources needed to make the playdough such as flour, oil, spoons, cups, red paint, water, salt, and a picture of Santa to help the children make a connection.



The children took turns adding all the ingredients and mixing them inside their bowls. They enjoyed exploring the texture as they observed the changes of colour and texture from flour to red play dough. The practitioner encouraged the children to repeat the words “Red” and “Santa” throughout the activity as they were encouraged to build on their language development and expand their vocabulary. The children squeezed the playdough with their hands and made different shapes by rolling and pressing with their fingers. They used their imagination to form their version of Santa.



Overall, it was a great activity for the children as they were able to express themselves through physical movement and individual creativity.

Bonus sessions

Yoga

Physical development

Sunshine room children had the opportunity to participate in a yoga session with the practitioner to support them with **changes in position from standing to squatting and sitting with little effort**. This activity helped the children and practitioners to relax and part of the children's interest to find new stretching positions.

Salma, Galad, and Sophia were happy to join the yoga session with the practitioner. The practitioner gave all the children yoga mats and encouraged them to lie down and close their eyes. Sophia and Galad were **following instructions** well with the practitioner's support.

Salma required a little more support and encouragement to follow a few movements and positions. Once all the children were lying down, the practitioner provided some sensory bags with dried herbs inside them such as lavender, mint, lemon and orange peel and rose petals. The children were encouraged to use their senses to smell the items within the bags. Galad and Sophia were fascinated and showed interest in exploring the smell and wanted to hold the bags by themselves. Then the children were encouraged to stand up and do some stretches. For example, putting their hands up in the air with one leg up to support their physical



Tiny Mites

Communication and language – Listening and attention.

Cesar, Romy, Malaiya, Sophia, Galad, Elyas, and Salma enjoyed taking part in the Tiny Mites session. Christina sang different rhymes to the children by introducing the Tiny Mites puppets to each of them one by one.

During this session, the children learned the "round and open" song and were encouraged to sing "raining rhyme" by making rain noises with their fingers and splashing on the floor with their hands and feet.

As we are approaching Christmas the children had the opportunity to sing a Christmas song using shakers to create sounds along with the music. The children sang the "Jingle Bells" song as they got into the seasonal spirit.

Sunshine Room children also enjoyed listening to the pussy cat song, Christina pulled out a soft cat from her bag, and the children each had a turn to stroke and feel the cat and imitated the actions that were modeled to them by Christina.



The children were able to create sound effects and movements, e.g. create the sound of an animal during the session.

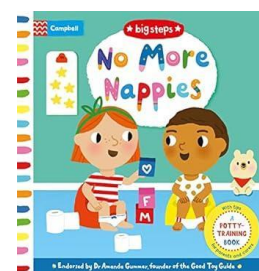


As the session came to an end, the children enjoyed bubble time as Christina took out her bubble machine and encouraged the children to pop and catch as many bubbles as they could by using their fingers and end the session on a high note.

Rainbow Room

Toilet Training/Oral Health

One of the recent topics we focused on was supporting the children to become more independent in using the toilet as most children have turned 27 months and have shown interest in using the potty/toilet both at home and nursery. We have also started focusing on oral health such as learning the importance of brushing our teeth part as of our daily routine. During free play, the practitioners have set up potties, dolls, nappies, and pants for the children to explore, role-play and read books about toilet training.



Toilet/Potty training

Personal, social, and emotional development – Sense of self

Rainbow Room children took part in an activity led by an adult to support their independence through toileting as some children have started toilet training. The children who showed interest in this activity were Nala, Alice, Bobby, Siena Willow, and Idris. The practitioner used a doll to demonstrate how to clean themselves after using the toilet and what to do next.



Each child had a turn at placing their dolls on a potty and the practitioner asked the children if their doll is doing a wee or a poo. When the child replied, 'wee', the practitioner poured a bit of water inside the potty, and if the child said, 'poo', then the practitioner placed a bit of brown paint which resembled poo. The practitioner put brown paint on the bottom of the doll and sat the doll down on the potty, then showed the children how to wipe it off. All the children had a turn at taking some tissue and wiping their dolls and then placing the tissue inside the potty and pretending to flush it away.





The practitioner then spoke to the children about the steps when using the toilet such as pulling their underwear down, sitting on the toilet, doing a wee or a poo, wiping themselves, pulling their underwear back up, and then flushing the toilet. The practitioner also spoke about what to do after using the toilet such as washing your hands and drying them. The children enjoyed this activity as they were able to practice using their dolls, playing and learning and the children also discussed who was wearing nappies and who was in pants. This activity will also teach children to **show awareness of bowel control and to be able to communicate their need for the toilet**. The practitioners will continue to set

up the potties, dolls, underwear, and nappies in the room for the children to play and explore through free play.

Practicing brushing teeth

Physical Development: Moving and handling

Idris B, Cruz, Omari, Eli, Nala, Vanessa, and Siena gathered around a table for a delightful time caring for their teeth with pretend teeth, squishy toothpaste, and small brushes, the children were eager for a toothy adventure. Each child received a small toothbrush, and the practitioner applied squishy toothpaste to it.



The **children are beginning to understand and choose different ways of moving**. The practitioner presented pictures of healthy teeth. They discussed the importance of avoiding too many sugary treats, like sweets, for good oral health.

As the practitioner explained, Eli enthusiastically pointed to the big brush. The practitioner responded, 'Sure, Eli! Let's try the big toothbrush on the super-sized teeth model.' Eli grasped the large model with his right hand and, using his left hand, held the super large toothbrush, demonstrating the brushing technique with lively back-and-forth motions, showing everyone how enjoyable it could be.

While brushing, Nala proudly said, 'Look, I'm brushing!' Omari, watching and listening, continued brushing his model. Idris held a tooth model in his left hand and a toothbrush in his right. He said, 'I have brushed mine; can I brush another one?' He pointed at the other model with his index finger as he spoke. The interactive session continued with each child actively participating and expressing their enthusiasm for oral care.

Painting fruit and vegetables

Physical Development: Moving and handling.

The children gathered around the table, they held mark-making tools with their thumbs and all fingers and were excited to paint.



Various fruits and vegetables were placed in the center, and the practitioner began by asking open-ended questions.

Bobby quickly identified the carrot, and when asked about its colour, Siena promptly replied, "Orange." Cesar chose broccoli, dipped his brush in green paint, and created circular motions on a large white paper. He then added orange paint, depicting the vegetables he held. Alice reached for a green paint pallet, loading her brush with paint. Spotting orange in the middle, she grabbed an orange pallet, swirling the colours on her canvas. She layered orange over the green, creating a brown shade. Immersed in the activity, Alice chose to paint her hands and enjoyed the feeling of paint on her skin.

Willow, initially seated, eventually stood up, painting back and forth with a palmer grip. After completing her paper, she painted her hands, taking a moment to admire them before continuing. Nala also stood to paint, using her right hand, alternating between green and orange paint with a palmer grip, creating circular motions. Bobby observed her peers, expressing a desire for orange. Using hand-eye coordination, she focused on the activity, eventually painting both her arms. Cruz enjoyed using green paint and creating zigzag patterns with hand-eye coordination. Elyas started with green paint but switched to orange, using his right hand. Siena embraced the activity, using both colours and holding the brush like a pen, exploring textures. Romy dipped her brush in green, making circular motions, then painted a honeydew melon that held in her left hand. The children explored colours and textures, each contributing to the vibrant and engaging art session.

Making apple and cinnamon cupcakes

Physical development – Health and self-care

The children took part in making apple and cinnamon cupcakes as part of our healthy eating theme that they were participating in. The children who showed interest in making



cupcakes were Willow, Cesar, Alice, Eli, Romy, Zeynep, Eliz, Sienna, and Nala, who joined afterwards as she wanted to play in the room a little longer before coming to the table.

The children sat around the table, and the practitioner placed the ingredients in the middle of the table, talking about what was going to go inside the cupcakes. The practitioner showed the children an apple and asked them what it was. Cesar was the first to reply, saying "apple", showing that he was listening carefully to the adult. The practitioner then asked the children, 'Where do apples grow?' Willow replied, "on the tree". The children took turns in adding the ingredients inside the bowl such as eggs, flour, butter, vanilla essence, and cinnamon powder. The practitioner first chopped the apple whilst talking about safety of using sharp tools, [understanding that equipment and tools must be used safely](#). The practitioner passed the cinnamon powder around for the children to smell before adding inside the mixture.



After each child poured an ingredient inside the bowl, the children took turns in mixing the ingredients with a whisk. The practitioner then placed some cupcake cases on the tray and the children were excited watching the practitioner pour the mixture into the cases and then explained to the children that it would go in the oven to bake.

Christmas

The children participated in various Christmas activities, and we decorated the whole nursery with lovely tinsel and decorations as well as with a Christmas tree and the children have been asking questions. In line with our British values, we have been celebrating the festival with the children by carrying out various exciting activities such as making gingerbread biscuits, doing reindeer handprints, making angels, painting a Christmas tree, making Christmas and New Year's Eve cards, writing a wish list, and many more. We will be using this opportunity to spread joy to children, but they can also learn valuable attributes such as kindness, forgiveness, and understanding.



Decorating a Christmas tree

Expressive arts and design – Creating with materials.

The children took part in decorating a Christmas tree which the practitioner provided a large green piece of paper with PVA glue and some decorating resources. The children who took part were Willow, Nala, Alice, Romy, Cesar, Siena, Idris, Elyas, and Bobby. Before making their Christmas tree, the practitioner read the children a



book about Christmas and showed them a Christmas tree. The children also pointed at the Christmas tree which is placed in the room with decorations.

The children were given glue sticks and they all spread some glue around the large paper. After spreading the glue, the children provided different resources such as feathers, pom poms, and sequences to decorate. This activity supported the children's hand-eye coordination, fine motor skills, and creativity. This also supported the children to learn and understand [about similarities and differences between themselves and others, and among families, communities, cultures, and traditions](#) as some children talked about how they have a Christmas tree at home with decorations and how they also celebrate Christmas.

Making a Reindeer

Understanding the world

The children took part in making a reindeer. Omari, Mason, Cesar, Bobby, Eli, Zeynep, Romy, and Vanessa participated in this activity. The practitioner first showed the children a figure of a reindeer and talked about what a reindeer looks like and where they live. When the practitioner asked, 'What colour are reindeers?' Vanessa replied, "brown". They counted how many legs a reindeer has and were shown what antlers are as they learned a new keyword.



This activity was intended to support the children's knowledge of winter and Christmas such as learning about winter animals. Mason pointed to a reindeer which he saw in the corridor area decorated as a Christmas display. The children were able to [talk about some of the things they observed and noticed detailed features of objects in their environment](#). The children were provided with some brown paint and were asked if they would like their hands painted. The practitioner supported the children in painting their hands and then stamping their hands on the paper to form an antler shape. They were able to feel the texture of the paint while it was on their hands. Mason wasn't too keen on getting paint on his hand as he doesn't like messy play, but he was able to try with encouragement from the practitioner. When the children finished painting, the practitioner then read the children a book about reindeers and put on a Christmas song for the children '*Rudolph the Red Nose Reindeer*'.



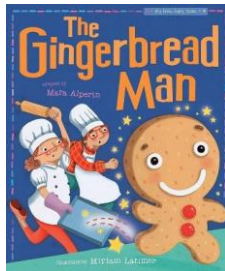
Christmas continued

The children continued with Christmas activities and took part in decorating their party hats. They also practiced playing musical bumps so that they were confident to play during the end-of-year party. They enjoyed listening to festive music throughout the day and came in wearing their Christmas jumpers. Every Christmas activity that the children participated in was linked to a book to deepen their understanding and engagement.

Making gingerbread biscuits

Literacy – Reading

The children took part in making gingerbread biscuits and the children who participated in this were Willow, Alice, Siena, Eli, Nala, Romy, Zeynep, Cesar and Vanessa. The children washed their hands and sat around the table with all the ingredients. Before making our gingerbread biscuits, the practitioner read the story ***Gingerbread Man***. The children enjoyed the story and repeated the phrase “run, run as fast as you can, you can’t catch me, I’m the gingerbread man”, **joining in with repeated refrains and anticipating key events and phrases in rhymes and stories.**



After reading the story, the practitioner showed and named the ingredients with the children such as eggs, butter, flour, raisins, ginger powder and more. Each child had a turn in pouring one ingredient inside the bowl and mixing the ingredients. For example, Vanessa poured in the flour, Willow put in some butter using a spoon, Siena and Eli cracked the eggs and Alice poured a little bit of baking powder using a spoon with adult support. Nala poured a little bit of milk, Romy poured in some ginger powder, Zeynep poured in some vanilla essence and finally, Cesar poured in some cinnamon powder.

The practitioner then gave the children a little bit of raisins to put inside the bowl while mixing the ingredients. The practitioner then took over as she poured some more flour and started kneading it with her hands to create the perfect biscuit dough. The children were then given a bit of dough and some shape cutters of a gingerbread man and were supported in making their shapes and then placing it on the tray, ready to be baked in the oven.

Decorating stars

Understanding the world

Another Christmas creative activity that the children participated in was decorating stars. The children who took part in this activity were Idris M, Mason, Nala, Elyas, Cesar, Romy, Siena, and Alice. We provided all the materials they needed, like cut-out stars, glue, glue sticks, and decorating resources including gold glitter. We started by showing the children a star and asked open-ended questions like, "What is this?" All the children answered that it was a star, and Mason correctly identified the colour as silver as the practitioner showed the children the star placed on top of our Christmas tree.



The children were asked where they could find stars and Bobby replied, “In the sky”, pointing her finger up in the air. Then the children started singing, “Twinkle, Twinkle, Little Star” with the practitioner.

The children then spread glue around the edges of their stars and decorated them. Most of the children used their right hand, and Cesar used his left hand, [showing a preference for a dominant hand](#). Everyone used their fine motor skills, which means they carefully used their hands and fingers for detailed work. The children were given a choice of resources they would like to use which was provided in front of them. Some children have now become confident in spreading their glue independently and using the resources and materials provided to decorate. After the children had finished decorating their stars, the practitioner read the children a Christmas book which had one page talking about a star.

Bonus class

Tiny Mites

Expressive arts and design – Being imaginative and expressive.

The children participated in their Tiny Mites session which takes place every fortnight and the children who took part were Mason, Omari, Siena, Nala, Willow, Bobby, Alice, Romy, Elyas, Cesar, and Idris. The session began by waking the Tiny Mites soft puppet, as the children shouted, "Wake up, wake up". Then they engaged in circle time with action songs, [creating rhythmic sounds and movements](#).



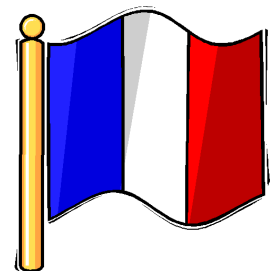
The practitioner introduced the Christmas theme, singing festive songs like "Christmas Tree, Oh Christmas Tree," "Jingle Bells," and "We Wish You a Merry Christmas." Some children wore Christmas hats and joined in singing, dancing, waving hands, moving up and down, turning around, and spinning. The practitioner shared excitement about the Christmas tree decorated in Rainbow room.

Mason and Bobby expressed interest in spider songs, and towards the end, everyone sang "Incy Wincy Spider," counting the legs together, reaching eight legs. The children also requested to do the driving song where they were handed plastic plates, representing steering wheels and sang a car song, going through all the different weather whilst driving and learning about safety in a car. This activity engaged fine motor skills and contributed to physical development. The children played with bubbles, popping them using their hands, adding a playful element to the session that was focused on the Christmas theme. It was a joyful and festive experience for all!

French

Communication and language – Speaking.

The children participated in a French lesson. Mason, Omari, Eli, Vanessa, Bobby, Cesar, Alice, Zeynep, Romy, Siena, and Nala took part in the session. They began by introducing themselves in French while holding a Father Christmas soft toy. Each child took turns saying their names in French. Debbie, our French teacher, supported the children in saying, 'My name is...'



'je M'appelle..' and then saying their names after repeating the sentence, **learning new words very rapidly.**

After Debbie greeted everyone and shared that the theme for the session was Christmas, she brought out a bag containing Christmas items such as presents, a Christmas tree, a reindeer, a snowman, and Santa. Debbie sang about the items in the bag, allowing the children to choose what they wanted. During the session, Debbie talked about Christmas, decorations and Christmas trees. She repeated the names in French and supported the children to repeat after her. To add to the festive atmosphere, they danced to some Christmas songs in French such as "Jingle Bells." Each child held shakers, shaking them to the rhythm of the music while moving their bodies. It was a joyful and interactive way for the children to celebrate Christmas during the French session.



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Last day Friday 22nd Dec Nursery closes at 4 pm

Inset Day - Tuesday 2nd January 2024

Nursery Re-opens

Wednesday 3rd January 2024

Easter Holiday

Last day Thursday 28th March 2024 Nursery closes at 4 pm

– Re-opens Monday 8th April 2024

Fri 29th March – Public Holiday

Mon 1st April - Public Holiday

Eid Holiday

Around Wednesday 10th April 2024 (To be confirmed)

Inset day

Friday 3rd May 2024

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: _____