



A very Happy Birthday Malaiyah, Cesar and Salma!



Roof Top Nursery

Pediatric First Aid Training

As part of our staff teams ongoing continuous professional development (CPD), a few team members from both sites recently had their Pediatric first aid training refresher. Pediatric First Aid training is renewed every 3 years and provides the staff with the opportunity to take part in practical demonstrations.

The training provided is crucial and beneficial to the practitioner's role in ensuring they are confident and equipped with the knowledge and skills to assist should we ever require first aid to be carried out within the nursery setting and for the staff to meet the needs of the children.



Celebrating Love Week at Rooftop Nursery

In celebration of love week, our manager Hafiza hosted an appreciation party and treated her staff team to some lovely food and gifts, we would like to thank her for showing continuous support and love towards the team by treating them, lifting their spirits, and ensuring we have a positive work environment.



Thank you, Hafiza!



Spread
JOY
around
like
CONFETTI



Upcoming event – Female Carers Day

Rooftop Nursery will be celebrating its Annual Female Carers' Day / Carer's Day on

Thursday 7th March 2024

From 8:30 am to 10.50 am

You are most welcome to attend this special occasion with your child and meet all the other parents and carers'.

8.30 - 9.50 am: Child-Carer activities.

9.50 – 10.50 am: Refreshments and pampering session for carers

Female Carers' Day/Carers Day is a great chance for carers' such as mothers, aunts, grandmothers, sisters, father's, uncles, and nannies to come along to the nursery and spend quality time participating in fun activities with the children and even get pampered by our staff. Special gifts for all carers' who attend!

Policy & Procedure / Top Tip for Parents

Safeguarding children; Parents' & carers' responsibilities:

The best way to ensure the highest care for your child is to develop a good partnership and to ensure a continuity of care between your home and our care. We can do this together by **sharing information regularly** about your child. If your child has any health problems or has suffered an accidental injury away from our care, you must inform us when you leave a child in our care so that we can keep a record of it. We will both sign and date this record. Likewise, if your child suffers an injury in our care, we will inform you, record it and we will both sign and date this record.

Raising awareness of safeguarding with parents:

<p>Neglect</p> <ul style="list-style-type: none"> • Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of a child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to: • Provide adequate food, clothing and shelter (including exclusion from home or abandonment) • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including use of inadequate care givers) • Ensure access to appropriate medical care or treatment. • Provide suitable education It may also include neglect of, or unresponsiveness to a child's basic emotional needs. 	<p>Emotional Abuse</p> <ul style="list-style-type: none"> • Persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. • May involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. • Not giving the child opportunities to express their views, deliberately silencing them, or making fun of what they say or how they communicate. • May feature age or developmentally inappropriate expectations being imposed on children. • These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. • Seeing or hearing the ill-treatment of another • May involve serious bullying (including cyberbullying) • Causing children to feel frightened or in danger, or the exploitation or corruption of children. • Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone
<p>Physical Abuse</p> <ul style="list-style-type: none"> • May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child 	<p>Sexual Abuse</p> <ul style="list-style-type: none"> • Forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. • May involve physical contact including assault by penetration (e.g.rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing • May also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. • Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

A reminder of the Bonus programmes 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.
- **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

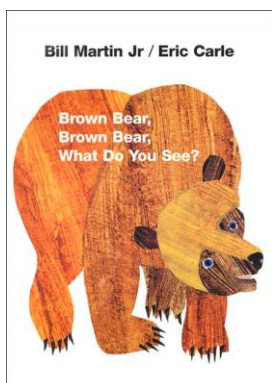
All parents should have access to Tapestry to check your child's observations. If you have trouble logging in or do not have an account, please inform the office.



Sunshine Room

We would like to give a warm welcome to our new settlers Noah!

The book "Brown Bear, Brown Bear, What Do You See?"



Sunshine room children had fun exploring and learning the book of the week, "Brown Bear, Brown Bear What Do You See?". As the children had been highly interested in reading a range of stories, the practitioner planned a variety of activities related to the "Brown Bear" book to further expand their learning. The children were able to make brown playdough, paint a brown bear, and have a story session with all the props to support their understanding and memorise some words. The aim for the week was to support children with their listening, attention skills and build on their understanding of the world. The children were able to focus for a longer period while the practitioner was reading.

Making brown playdough

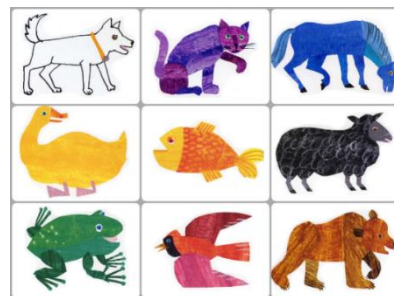
Physical Development – Moving and Handling

Sunshine room children enjoyed making brown playdough with the guidance of the practitioner. Amaru, Malaiyah, Galad, Hudson, Iris, Tai, Alfie, and Sophia were encouraged to sit down at the table while the practitioner read the **Brown Bear** book. The children were interested in the book as they sat nicely, showed focussed attention, and [handled the books with interest](#), whilst listening to the practitioner.

Once the story came to an end the children were given individual bowls and spoons to start making their playdough. The practitioner laid out some oil, flour, coloured powder paint and water for the children to scoop and pour into their bowls. Galad independently poured flour and oil by himself with minimal support from the practitioner. Amaru, Iris, Tai, Alfie, and Malaiyah required support from the practitioner to scoop the flour onto their spoon, they also needed help with pouring the oil into their bowls. Once the children had poured most of the ingredients into their bowls, brown paint was added to their dough. The children were encouraged to mix the dough using a range of movements, and were able to [manipulate objects using hands singly and](#)



together, such as squeezing, rolling and patting. The practitioner added flour in the middle of the table so the children could add more if they needed to make their dough soft and a nice consistency. Once the playdough was made, the children played with it and used their imagination to make different shaped bears, the practitioner spoke about the different features of a bear and prompted the children to repeat single words whilst modelling repetition.



The learning outcome for this activity was for the children to develop their listening and attention skills, follow simple instructions, repeat new and single words, and learn about animals, their names and the sounds they make.

Chinese New Year

Sunshine room children participated in 'Chinese New Year' celebrations as part of one of their themes, they had the opportunity to explore and learn about cultural celebrations and what it signifies to others, this year was the year of the Dragon. The children took part in activities such as decorating lanterns, making a dragon, dressing up in cultural clothing, dancing along to Chinese music and taking part in sensory noodle play.



The practitioner introduced the Chinese New Year festival to the children and talked about the Chinese culture such as, 'what type of food they eat', 'the type of music they listen to', 'how they dress' and 'their language'. The children were provided with a simple explanation where they can build an understanding on cultural differences and the similarities between each other.

Dressing up

Understanding of the world



Sunshine room children took part in dressing up in a range of Chinese outfits/outfits of interest as they celebrated the Chinese New Year with each other. The children were provided with a variety of dressing up clothing and were encouraged to choose which outfits they would like to try on during the activity session. Some of the children required support from the practitioners as they are still unable to dress themselves, once they were ready and dressed the practitioner played some Chinese celebration music which they enjoyed listening and dancing to whilst creating their individual sounds. The practitioner also put the sensory lights on to create a

celebrative ambience within the room. As the children got into the rhythm and moved their bodies

to the sound of the beat, they were able to create movement and sounds to express experiences, expertise, ideas and feelings. The practitioner also blew some bubbles to make the celebrations more exciting, the children were excited to pop some bubbles and play musical bumps.

Overall, the children were able to independently choose what they wanted to wear and with the support of the practitioner, they were able to play and dance with each other and were happy to be a part of the celebrations.

Making Lanterns - Expressive arts and design

As part of the Chinese New Year celebrations, another activity the children took part in was creating their own version of lanterns. During the celebrations lanterns are used to decorate the streets, shops, communities and homes and range from vibrant colours such as red, orange and yellow that symbolise the start of a bright new year ahead.



In preparation for the activity, the children were firstly supported with wearing their aprons. The practitioner also provided the children with a visual lantern for them to relate to before they created and decorated their individual lanterns. The practitioner introduced and repeated the word “lantern” as she explained what they will be making, the children tried their very best to frequently imitate single words during the activity as they are supported to expand on their vocabulary.

The learning outcome for the activities listed was to support the children with making choices, learning about different cultures, their clothing, food and customs. The children were also prompted to use their fine motor skills as they took part in creative activities and also used their gross motor skills to form a sense of self as they explored music and rhythm.

Love week/Pancake Day

During the month of February, Sunshine room children had the opportunity to participate in making pancakes as we approached Pancake Day which was celebrated on 12th February. We also celebrated love week as it was Valentine’s Day, the children took part in a range of activities, decorated and shared cards with their loved ones, baked some heart shaped biscuits, made red play dough, and listened to some storybooks related to who they love.



As we all enjoy being appreciated and recognised by our loved ones, the same way our babies and toddlers enjoy being loved by the people around them, we talked about love in a friendly and fun way. Babies and toddlers may not understand what love is, but they do know the language of cuddles, attention, appreciation, and love from their parents, peers, and familiar adults.

The practitioners also continued providing children with bonus activities such as 'Yoga', 'Box of feelings', and 'what's in the bag' to support their language, and personal, social, and emotional development.

Making Pancakes

Mathematics

Sunshine room children made yummy pancakes with the support of the practitioner. The children washed their hands and then sat around the table ready for the activity. To support children's learning and development the practitioner used a cooking book and a small pancake toy from the home corner to help them visualise what they were going to make.



The practitioner showed the children all the ingredients they were going to use such as eggs, flour, and milk. One by one the children helped the practitioner put the ingredients together and [continued to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.](#)



Hudson and Iris helped by cracking the eggs into the bowl, Tai and Noah helped mixing, and Tai and Amaru helped pour the flour. All the children then helped pour the milk and waited patiently for their turn.

Once all the ingredients were combined, the children had another turn to mix the pancake batter a final time before it was sent to the kitchen to be cooked. The children did an amazing job with using their hand and eye coordination during the activity and used their gross motor skills to whisk the ingredients. The children are also beginning to show increasing control in holding, using, and manipulating a range of tools and objects such as a spoon or whisk. The children also had the opportunity to [use their senses](#) and

smell the pancake batter before it was taken to the kitchen to be cooked and then enjoyed eating them during their afternoon snacks. All the children enjoyed the pancakes while Tai didn't enjoy it that much.

Our learning intention for this activity was to support children with their fine and gross motor skills and show them the transition from uncooked ingredients to cooked food. Simple measurements were incorporated along with numbers. The children were engaged and happy with the result and this activity supported them with their [turn taking skills.](#)



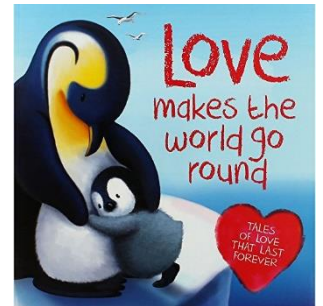
Love Week

Story session (Love Makes the World Go Round):

Communication & language.



Sunshine room children took part in listening to a story book about love, the name of the story is called 'Love Makes the World Go Round'. Iris, Hudson, Amaru, and Tai were encouraged to sit on the mat and join in if they wished. The children **concentrated intently for short periods**. The practitioner also read the book 'Love is About Friendships that Last Forever'. The children were then asked if they have a good friendship with their peers and the staff from the nursery. Amaru replied "Yes" whilst nodding her head up and down. Some of the children **listened with interest to the noises adults make when they read stories**.



The main theme of the book was about a family teaching their children about the love between brothers and sisters and their parents. "Love is my dad, mum, sister, and brother". The practitioner spoke about family and how we love our mummy and daddy and our siblings. Halfway through the book, Amaru and Iris chose to play with other toys as their attention diverted.

The learning outcome for this activity supported the children to improve their listening and communication skills, develop their vocabulary and form an understanding of love and their family.

Sensory play

Washing cars with soap and water

Physical development – Moving and handling.

Galad, Malaiyah, Iris, Tai, and Amaru joined a car washing activity. They were given different shaped sponges, soapy water, and various toy vehicles to play together and make bubbles. The practitioner demonstrated how to wash cars and create bubbles by squeezing the sponge hard. The children were fascinated and eagerly followed the practitioner's lead, using their fine motor skills to squeeze the sponge. Malaiyah, Galad, and Amaru independently copied the words the practitioner used, such as "bubbles," "pop," "splash," and "squeeze" as they learn to **express feelings and communicate through gesture, facial expression, movements, body language, and vocalization**. They enjoyed not only washing the cars but also mixing water with the toy cars and moving them back and forth on the tray. Tai and Iris enjoyed exploring the texture of the water and splashing as they played with sponges and toy cars. The children were curious about the bubbles and used their pointy finger to pop them, noting their small size and white color.



The learning outcome for this activity was for the children to use their senses whilst exploring a range of textures and to use various movements.

Bonus sessions

Heuristic play

As part of one of the bonus sessions, Sunshine room children took part in exploring a range of natural household items such as wooden spoons, steel pots and pans, cardboard rolls, sponges, zips, buckles.

The children were excited to take part in the session and use their imagination as they role played with the resources and their peers. Galad, Sophia, Iris,

Amaru, Malaiya, and Hudson showed most interest. They explored various objects that were provided such as wood, cardboard, and stainless-steel objects. It was Hudson's first heuristic play session, and he showed fascination over the jewellery boxes as he kept opening and closing the box. Galad, Sophia, Malaiya, and Amaru showed interest in the cardboard rolls as they used them to create sounds through banging them against the stainless-steel buckets. The children enjoyed [creating sounds by rubbing, shaking, tapping, striking or blowing](#) on different objects.



Box of feelings

Language and communication – Listening and attention.

Amaru, Tai, Alfie, and Iris gathered for the "Box of Feelings" activity. Alfie pointed at the box, which had emotion pictures in it. The practitioner opened the box, took out two emotion masks, and demonstrated by putting them on her face – one happy and one sad. She said the names of the emotions while the children watched attentively. Each child took turns choosing a happy or sad face mask. Alfie chose happy, and when the practitioner held it near his face, she said "Happy", as he attempted to make sounds and copy [familiar expressions](#) Alfie mimicked the emotion happy as he smiled happily at the practitioner clapping his hands.



Tai pointed towards the sad face when shown the 2 emotions, and when the practitioner said "sad," Tai thought it was a game of peekaboo, smiling, clapping, and babbling. Iris and Amaru wanted to put cards into the box. They successfully used their fine motor skills to post the cards. Alfie and Tai also posted pictures with the help of the practitioner. All the children were actively involved in the activity designed for them.

The learning outcome from this activity supported the children to



familiarize themselves with different emotions, to form facial gestures and role play emotions and to build on their focus and attention for the period of the activity.

Rainbow Room



Toilet training/Pants safety

The children focused on toilet training as we have a few children approaching 27 months and showing signs of toilet training. We provided activities for the children to participate in and explore and role play with dolls, potties, pants, and pull-ups during free play. The practitioners have also continued to read books about potty/toileting and took part in group discussions. For the children that are already toilet trained, they engaged in activities relating to pants safety teaching the children basic rules and independence in the toilet.

Language group session

Communication and language – Listening and attention.



The children took part in a language group session in two groups of three children. The first group of children was Siena, Idris, and Willow, and the second group of children who took part were Nala, Cesar, and Mason. The practitioner first went through the rules with the children by showing them visuals which were 'good talking', 'good looking', 'good listening', 'good sitting', and 'good waiting'.

The practitioner started with a hello song as she used the children's names to sing and her hands to do the actions. After singing a hello song, the practitioner asked Siena from the first group and then Nala from the second group to post the hello card into the finish box which they did showing that the children have a good [understanding of following simple instructions](#).

The practitioner then told the children that next was 'what's in the bag' activity, as she pointed to the card. The children took turns to pull out a special toy from inside the bag which were mainly sensory toys, (special toys) that we only use during our language group sessions. Each child had a turn to pull out a toy from the bag as we talked about each toy introducing different words to explain how the toy feels and talking about the shape, size, and colours to [expand their vocabulary and language development](#). The children played and explored items such as balls, soft squishy toys, magnets, a fan, a telescope, and many more.

The practitioner reminded the children of the rules by pointing to the image cards such as 'good sitting' when the children stood up, 'good listening' and 'good waiting' when the children found it difficult to wait patiently for their turn to pull out an item from inside the bag. After the children explored and played with their toys, the practitioner told the children that 'what's in the bag' was finished and they needed to put the toys back inside the bag. Idris and Cesar were asked to post the card into the finish box and the children finished the language group session with a goodbye song. The practitioner explained to the children that the language session was now finished and asked Willow and Mason to post the goodbye card into the finish box explaining to the children that the session was now over. The children participated well in this session, and we will continue to support the children through these sessions by introducing new cards, going through rules, and

supporting the children with their [listening and attention](#), [understanding](#), [communication](#), and [language](#).

The learning intention from this activity was for the children to focus their attention, build on their turn taking skills, follow instructions in sequence and build on their vocabulary.



Chinese New Year

The children participated in a theme of Chinese New Year and sensory play, where they took part in activities such as decorating lanterns, making Chinese fans, making sushi, and taking part in noodle play. The practitioner introduced the Chinese New Year festival to the children and talked about the Chinese culture such as, 'what type of food they eat', 'the type of music they listen to', 'how they dress' and 'their language'. The children were able to learn and understand about cultural differences and the similarities and differences between themselves and others. The children also took part in dressing up in cultural clothing whilst they listened to Chinese music and used a variety of musical instruments and watched a short video about the Chinese New Year festival.



Exploring Noodles

Understanding the world

Cesar, Willow, Romy, Idris, Eliz, Bobby, Siena, Nala, Alice, Mason, and Sofia all sat around the table to start the activity. The theme was Chinese New Year. The children wore red aprons, and Cesar, Romy, and Willow opted for green aprons. The practitioner explained that noodles are a traditional Chinese dish and demonstrated how to use chopsticks. Some children chose chopsticks, while others opted for forks. Siena wanted to use the big bowl, while some used small bowls and others used rectangular trays as the children [explore differences in size](#).



The children engaged in their fine motor skills. Bobby, Idris, and Cesar used only one chopstick to pick up their noodles, exploring their senses through eating, touching, and looking. All the children used their right hands, except for Cesar, who used his left hand, this shows that the children are **beginning to show preference for their dominant hand**. Willow held chopsticks in her left hand and transferred noodles from one bowl to another with her right hand. The practitioner showed Mason the noodles, asking him to identify the longest one, and Mason correctly pointed it out.



The practitioner demonstrated how to take noodles onto the fork, instructing the children to twist them round and round. Romy, Alice, Willow, and Eliz observed and copied the technique accurately. Siena said, "It's like a wiggly worm!" Idris attempted to roll each noodle onto the chopstick, while Sofia, on her first day with the Rainbow Room children, used a Chinese spoon to pick up the noodles. Sofia performed well in her first activity with the older children.

Dressing up in Cultural outfits

Understanding of the World - People and communities



Cesar, Alice, Willow, Eliz, Romy, Siena, Sophia, and Zeynep added an extra touch of excitement by dressing up in beautiful Chinese costumes to celebrate the Chinese New Year. With enthusiasm, they immersed themselves in a box of costumes, each child picked their favorite costume. Once dressed in their vibrant outfits, they happily danced to the rhythm of Chinese music, showcasing their big movements. The children were able to **showcase movements, instruments/sounds, colours and materials for their own imaginative purposes**. The musical ensemble was made even more fun as Sophia played lively tunes on tambourines held in her right hand, while Cesar added rhythmic sounds with shakers held in both hands. Siena tried on a few different costumes. Laughter, jumping, and energetic dance moves filled the room as the children embraced the spirit of the celebration. The learning outcomes from this activity were:

- ❖ Cultural Awareness
- ❖ Decision-making skills allow children to express their preferences.
- ❖ Creativity and Imagination:

Love week.

Rainbow room children also participated in Love Week, combined with the joy of pancake-making, engaging children in a range of delightful activities. The children took part in making cards for their loved ones, made heart-shaped biscuits, and read books about love. The children also had a party spreading joy and happiness with their friends and adults in the nursery. They also celebrated Pancake Day by making pancakes. During free play, the practitioner created a set up with red roses, teddy bears, and storybooks, creating an atmosphere of love and creativity. Additionally, the children had a yoga session, promoting both mental and physical well-being. They learned about mindfulness and tried out different poses, contributing to their overall development.

Making Love Card

Understanding the world

For Love week, the children made cards for their loved ones. Before they started making their cards, the practitioner read a book called 'I Love You This Much.' Willow, Nala, Bobby, Sofia, and Malaiyah gathered around, listening closely. The practitioner asked open-ended questions like 'Who do you love?' Nala said, 'Chocolate cake.' Then the practitioner asked again, 'Who do you love?' and she said, 'Butterfly.' Willow replied, 'Aunty Meme and Gran.' After reading the book and discussing who they love, they moved on to making their cards.



The practitioner asked which colour card they would like, and everyone said pink. The children applied glue onto their cards using glue sticks and dipped them into the glue palette. While Bobby was applying glue, she decided to spread glue on her hands and when she went to pick up the sequins, they stuck to her fingers. She tried for quite a while to put them onto the paper, and the practitioner helped her remove the glue. Bobby happily made her card for her loved one. Nala, Willow, Sophia, and Malaiyah also made handmade cards for their loved ones. The children are [beginning to have their own friends](#), and this is seen throughout their free play.

Making Pancakes

Communication and Language

On Pancake Day, Cesar, Willow, Sophia, Alice, Nala, and Romy sat around the table and were provided with ingredients to make pancakes. The practitioner showed them a cookbook with a pancake recipe and explained the ingredients, using both visual and verbal explanations and



went through the tools they would use to [understand the use of objects \(e.g. Which one do we cut with?\)](#).

Willow wanted to crack an egg and did so with support from the practitioner. Nala cracked another egg using both hands, excited to see it in the bowl. Sophia tipped a cup full of flour. Romy poured milk from a jug into the bowl, whisking with her left hand using a palmer grip while holding the bowl with her right hand. Cesar was enthusiastic about pouring milk, but he accidentally spilled some on the table. He pointed at the spill and said, "Oh, look!" Cesar then used his palmer grip to whisk the batter, occasionally holding the whisk with both hands. Alice added a few drops of vanilla essence, watching it drip into the batter. She used her right hand to whisk the batter. The children were excited to taste their pancakes. Our lovely chef cooked the pancakes that the children made in the morning and the children ate their pancakes for their afternoon snack.



The learning intention for this activity was for the children to use simple measurements, quantities and sizes as they added each ingredient into the mixing bowl and to develop their independent skills as they learn to carry out appointed tasks with minimal support.

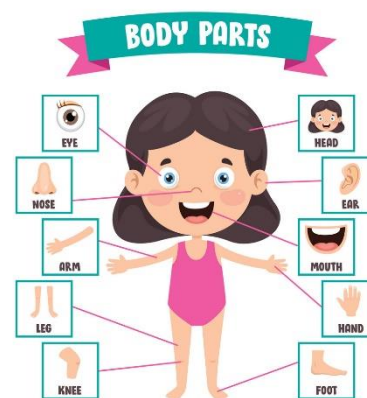
Exploring body parts

The children took part in a theme of learning about body parts as they have started to show interest through the use of dollies and has also linked to our recent potty/toilet training theme. Throughout our toilet training theme, the children took part in washing dolls with soapy water using bath sponges and naming body parts, hence we decided to expand on the children's interest.

During free play, the children highly show interest in playing with dolls and babies using props such as bottles to pretend to feed them.

As we explored body parts, the children participated in different activities relating to body parts such as taking part in a sticking activity, playing games such as Simon says, carrying out action's song such as 'head, shoulders, knees, and toes. The children were also provided a toy as part of free play which was 'Mr. Potato head', where the children can place different parts of the body such as eyes, nose, ears, arms to teach the children in where different body parts belong.

The learning intention for this topic was for the children to become more familiar and confident in naming each body part and to also learn about similarities and differences between each other such as gender, skin tone, hair and eye colour. The activities also supported the children with using their imagination and creativity whilst drawing themselves and adding body parts to their images.



Naming body parts using dolls.

Personal, social, emotional development – Sense of self

A group of children, including Willow, Mason, Cruz, Nala, and Bobby, had a discussion with an adult about naming body parts using dolls. The practitioner showed them two dolls, one representing a girl and the other a boy. We talked about different genders, and the children correctly identified the girl and boy dolls. When asked how they could tell the doll was a boy, Cruz and Mason pointed at the private area. Cruz then said, "I'm a boy". Then all the other children started talking about their own gender as Mason also said he was a boy and Nala, Willow and Bobby said they were a girl. **This shows that the children are developing an understanding of and interest in differences of gender.** The practitioner then discussed facial features, pointing to the eyes, nose, mouth, and ears, while the children pointed to their own and named them.

The children were able to name the body parts such as head, arms, legs and knees, and Mason called out, "elbow". This activity supported the children in being able to name different parts of their bodies and learned about what each body do what it used for. For example, eyes to see, nose to smell, mouth to eat, ears to hear, hands to touch, legs to walk and so on. At the end of the discussion, the children took part in playing "Simon says" to support the children's listening and attention skills.



Bonus class

French

Communication and language – Speaking.

The children took part in their weekly French session with Debbie, focusing on animals. She began by asking for the children's names and handed out colourful balls. Starting with Cesar, each child introduced themselves in French. Cesar said, "Je m'appelle Cesar," while Romy held a ball with both hands, looking at Debbie. Bobby followed, "Je m'appelle Bobby," and Eli said his name while holding onto the ball. Nala confidently declared, "Je m'appelle Nala." Mason, Venessa, Siena, Zeynep, and Cruz all stated their names in French. Debbie then discussed rabbits, and their diet, and engaged the children by singing in French while incorporating actions.

The children mimicked her movements, using their gross motor skills to participate in singing and actions. The children **enjoyed joining in with moving, dancing, and ring games**, when Debbie



asked, 'who knew the song' "Sleeping Bunny," Bobby began singing and completed the entire song. Mason wanted to cuddle and took the bunny from Debbie, hugging it. Debbie praised Bobby and guided the children to sing the song in French, with everyone following along with their actions. Debbie gave out shakers to the children and played a game where they shook them loudly, quietly, and quickly. She instructed in French with corresponding actions. Cesar not only copied her hand movements but also observed how she stood with her legs apart.



Towards the end of the session, Zeynep said, "Bubbles!" and Vanessa joined in, saying, "Bubbles!" The children eagerly anticipated the bubble machine, and Debbie gathered them with the practitioner, instructing everyone to come to the carpet. One by one, the children listened, sat down, and waited patiently. As soon as the bubbles began floating in the air, the children stood up with joy, popping them with laughter.

The learning intention from this session was for the children to build their confidence in learning another language, to learn and repeat new words rapidly, and to follow simple instructions in sequence along with taking turns with their peers.

Tiny Mites

Communication and language – Listening and attention.

During yet another "Tiny Mites" session, the children gathered on a colourful carpet with the music teacher who brought her case full of exciting puppets and props. The children, including Alice, Bobby, Nala, Siena, Willow, Elyas, Sophia, Mason, Eliz, Romy, and Cesar, listened as the teacher asked open-ended questions. Mason was eager to know what was in the suitcase and kept trying to open it. The teacher reminded him to go back and join his friends for a surprise.



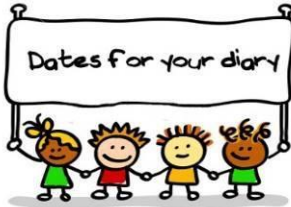
When the teacher opened the suitcase, she revealed a pussy cat and a mouse. Willow, Bobby, Siena, and Mason joined in singing "Pussy Cat, Pussy Cat, Where Have You Been." After the puppet show, the children were given colourful plates and mimicked the teacher by pretending to drive through a rough road. Finally, each child chose their favourite coloured shaker and used their fine motor skills to make noise in the engaging "Tiny Mites" session.

The learning intention for this music session was to support the children with learning and memorizing new songs, to focus their attention and to be able to follow simple instructions.





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



27 Month Health Review

Tuesday 27th February 2024 (1pm – 3:30pm)

Female carers day

Thursday 7th March 2024 (8:30 – 10:50 am)

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: _____