



A warm welcome back to all children, parents and staff at Rooftop Nursery, we hope you had a relaxing holiday. We would like to wish you a Happy New Year and hope that your year is off to a good start. The children and babies have been settling in very well and we look forward to the fun and engaging learning opportunities planned for the children this year.

A very happy birthday to Blessing and Romy!



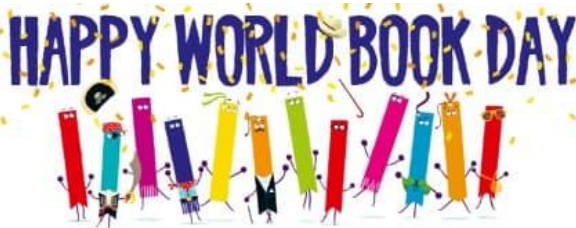
Library Visits

We are excited to reintroduce our fortnightly library visits for Rainbow room. The children will have the opportunity to visit the library on Mondays, the half hour slot consists of 15 minutes of storytelling and the remaining 15 minutes to either select books to take back to the nursery or sit and read.

Reminder of the Bonus programmes

Bonus programmes	For who?	Days & Times
French sessions	Rainbow Room	Wednesday (Fortnightly) 9.30 am
Forest Play	Rainbow Room	Thursdays (Fortnightly between spring and autumn)
Heuristic play	Rainbow Room	Weekly
Yoga/ Tai chi	Rainbow & Sunshine	Weekly
Tiny Mites	Rainbow & Sunshine	Monday 9:15-10:15
Library	Rainbow Room	Monday (Fortnightly) 1.00

Tapestry: 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.



World Book Day will take place Thursday 2nd March; we will be doing a variety of activities throughout the week focusing on different books. Look out for our upcoming email with further information on this.

We would like to welcome Eliz who has joined Sunshine Room!

Winter & settling back in



After the children returned from their winter holiday, the practitioners focused on settling the children back into the nursery. The babies and toddlers were supported to ease back into the nursery routine through activities that focused on the children's interests during play and enabling them to play with toys of their interest, they also took part in activities based on winter to explore and recognise the changes in the weather.

Making snowflakes: Physical Development: Moving and handling



The children took part in decorating snowflakes to encourage creativity as they enjoy the sensory experience of making marks. The practitioners prepared an activity by having a large

piece of paper, glue, glue sticks, and some glitter. Willow, Cesar, Romy, Orlando, Bobby, and Siena sat down patiently on their chairs and the practitioner demonstrated how to dip the glue stick into the glue pot and spread it all over the paper. Willow pointed at the glue pot as she wanted to have a turn, so she gently dipped her glue stick into the glue using her right hand and spread it around the paper.



At first, Orlando did not want to have a turn, but then he saw his peers and then picked up the glue stick with his right hand from the table and dipped it into the pot of glue. Cesar and Romy were happy watching their peers as the practitioner supported them to hold a glue stick and feel the glue with their fingers. The practitioners modelled what glue is used for. After allowing Cesar and Romy to feel the sticky glue with their fingers, the practitioners wiped the glue off and washed their hands so that they do not place their fingers into their mouths. However, the practitioners still allowed the young children to

explore the texture of the glue. Bobby and Siena also dipped their glue sticks into the pot of glue and applied it all over the paper showing independence. After the children finished applying the glue, the practitioner then sprinkled a mix of white and silver glitter to decorate the paper and then cut out some snowflakes to add to our winter display in the room.

Exploring with Ice: EAD - Being imaginative and expressive



The children took part in ice play as it's a wonderful way to support their learning and develop their fine motor skills, cognitive skills, and language development. Sensory play uses all

five senses, and the sense of touch is often the most engaging for young children as **they also express themselves through physical actions**. Babies and toddlers process information through their senses and they learn through exploring these in their daily lives so



this activity with ice was a great way of enabling this.

The practitioner placed ice cubes in the middle of the table inside a tray to enable the children to touch and feel the ice. Bobby picked up the ice and attempted to put it in her mouth, the practitioner said, "cold" and Bobby repeated the word "cold". Nala used both hands to pick up the ice cubes and gave them a lick. She observed the ice melting and sliding off her hands. Cesar and Romy also tried to pick up the ice however it kept on sliding from their hands. Cesar's hand became cold, he lifted his right hand and looked at the practitioner giving a beautiful smile. The



practitioner supported the children to hold and see the ice closely as they all observed the ice melting and changing into water. Overall, the children **enjoyed exploring and experimenting with an increasing range of media and movement through multi-sensory exploration and expression with ice play**.

Making winter playdough: EAD - Creating with materials

Romy, Willow, Cesar, and Orlando enjoyed making their winter-themed playdough as a means of further exploring their senses. The practitioner supported the children to sit around the table and observe all the ingredients needed to make the play dough; oil, water, flour, salt, blue paint, and white glitter. The ingredients were named and then added to the bowl and the children took turns in mixing the ingredients together using a wooden spoon.





Once the dough was formed, each child had their own piece of playdough enabling them to **explore using their hands to feel the texture** of the dough and experiment in different ways such as squeezing, pulling, pressing, rolling, and many more. Romy managed to separate the play dough into two pieces. Cesar and Willow enjoyed squeezing the play dough and tried to put it in their mouth multiple times. With the encouragement of the practitioner, Orlando then touched the play dough and then let it go. Overall, they all had a great time exploring and using their fine motor skills.

Winter and learning about colours

The children continued to explore and learn more about **winter** and used their senses to understand the feeling of cold by providing more sensory play such as ice play with winter animals. They learned about animals such as penguins, and polar bears. The babies also explored winter clothes such as hats, gloves, and mittens and sang some songs relating to winter. During free play, the practitioners placed some dolls in the room



wearing winter clothing and pushchairs to encourage the toddlers to roleplay. They were encouraged to dress the babies in winter wear and take their doll outside which was another way for the children to explore winter. Practitioners initiated children's play by dressing the dolls together, providing some books containing images of winter, and using puppets such as a snowman or winter animals to support storytime.

Snow painting - Mathematics

Cesar, Siena, Orlando, Bobby, and Nala engaged in a painting activity using sponges. They dipped the sponges into paint and stamped it on a large piece of paper. The practitioner provided white and blue paint for the children to mix the colours and have different shades of blue.



Nala enjoyed painting by using both hands to dip her sponge in the paint and form her snow on the paper. Orlando enjoyed painting by **holding the sponge with his right hand** and painting on the paper but then he did not like the paint on his hand and wanted the practitioner to wash it off. Siena enjoyed the snow painting activity by dipping her hands in the bowl and feeling the texture of the paint. She was using her left hand to hold the sponge. Bobby also took part with some encouragement and



support. She was encouraged to stamp her sponge on the paper after dipping it into the paint. Cesar was also supported to take part in the painting activity as he is one of the youngest and likes to get paint on his face and body. When modelled to him, he became excited and started tapping his hands on the table. The practitioner then sprinkled some white glitter to finish off the session.

Corn flour play with animals: **Physical development - Moving and handling**



The children took part in corn flour play with water and some animals placed inside the tray as

part of sensory exploration. They picked out an animal of their own choice to play with. Some children placed their animals inside the corn flour and some just enjoyed playing with the corn flour by itself.



Willow absolutely enjoyed water play as she continued to splash the water with both hands and enjoyed washing her animals. Cesar and Romy got really excited to have a turn, they just wanted water play just for themselves but then the practitioner allowed them to play for a longer period of time as they were very engaged in this activity. Siena wasn't really into exploring messy play that much but with encouragement, she had a go at the activity by using her fingers to feel the water and touched the bottom of the tray. Overall, the children enjoyed their sensory play and got to explore the texture of the water and corn flour.

Chinese New Year

Happy Chinese New Year! As it was Chinese New Year, the year of the rabbit, the children learned about this cultural celebration through a range of activities.

Physical Development: Moving and handling: Making red playdough

During the activity, [children use gestures and body language to convey their needs and interests and to support emerging verbal language](#). Cesar, Romy, Orlando, Cairo, Eliz, Nala, and Bobby enjoyed taking part in making play dough with red colour by pouring all ingredients inside the bowl: flour, oil, water and red colour. The practitioner supported the children by taking turns and mixing the ingredients to make play dough. Cesar did not like to touch the dough. Romy enjoyed playing with play dough by squeezing and pulling it. Orlando pressed and rolled the dough using his fine motor skills. Eliz and Bobby took part in mixing the ingredients, but they were reluctant to touch the dough. Eliz did use her fingers to press on the dough and feel the texture. Cairo enjoyed mixing the ingredients to make the dough by holding the spoon



independently. He enjoyed rolling his play dough on the table and pulling the dough with both hands. Nala enjoyed rolling the dough and was able to pull the dough with both hands.

Understanding the world: People and communities: Chinese lantern



We made Chinese lanterns. Chinese New Year is here, and children are interested in photographs of themselves and other familiar people and objects. This activity will help our children to improve their fine motor skills, creativity, and concentration. The practitioner prepared colourful A4 size cards, PVA colourful glue sticks, and glitter. The children chose the coloured card of their choice, Willow and Orlando chose yellow, Bobby put her hand on the blue card, Siena said pink, Romy took the white card from the practitioner and Cesar put his hand on the blue card. Siena, Willow, and Orlando helped themselves to the glue sticks and glue using

their hand-eye coordination to dip the sticks into the pallet. They swirled the glue left to right using their fine motor skills. Cesar, Romy, and Bobby were supported by the practitioner to apply glue to the card. They were provided with shiny pieces of paper and glitter to decorate their lanterns.



Bonus classes

Yoga

Personal, Social, and Emotional Development: Sense of self

The children participated in yoga as Willow, Orlando, and Idris joined in with a practitioner in a calm, comfortable place where they were able to calmly breathe and relax. The children were able to move their bodies based on their ability to stretch and roll as they tried to copy the practitioner. During the activity, the children did well and remained focused. Orlando and Idris enjoyed laying down on their back and whilst Willow was comfortable lying on her side.





After doing a few stretches whilst lying down, the practitioner slowly sat up and introduced another stretching pose for the children to imitate. We had soft calm music playing in the background and the practitioner spoke in a quiet tone of voice for the children to remain relaxed and practice mindfulness.

The children then slowly stood up and copied a few other simple yoga poses such as a tree pose and Idris was able to do it confidently as he was one of the oldest. The practitioner conducted a short session so the children remain focused. We allowed the children to take their time to roll around as this enables the children to [develop self-confidence by playing freely and with involvement.](#)

Rainbow Room

We would like to welcome Venessa, Bissan, Adam, Zeynep, and Zani to Rainbow room

Please ensure children do not bring in toys from home, we cannot take responsibility for missing items.

Settling in/Winter

The children were supported to settle back in after returning from their winter holiday. We focused on activities based on the children's interests that we observed during free play and asked the children what they would like to play with to help them settle back in. The children focused on the theme 'winter', and we provided various activities to support the children's knowledge and understanding of this season. They took part in activities such as ice play, talking and learning about winter animals, making penguins, and practicing putting on coats, hats, gloves, and scarves independently.



Water play with animals and boats: **EAD: Being Imaginative and expressive**



Rainbow room children took part in water play as part of their interest-led activity as the practitioners gave the children the opportunity to play with something they like on their first day back from their winter holiday. Chiara, Idris, Israa, Omari, Kymani, Sariyah, Mason, and Le'ziah, all took part in water play with some animals and boats. The children enjoyed playing and splashing the water with their hands and role-playing with their animals.

The practitioner asked questions about the animals to extend their learning, for example, she picked up a hippopotamus and asked the children if they knew what animal it was, followed by where they lived to support the children's **understanding who, what, where in simple questions**. Kymani replied,

"in the ocean". The practitioner praised Kymani and said explained they live in water but they don't live in the ocean, they live in rivers. Idris was playing with the boat and pretended that it was sailing as he tried to float his boat in the water. We added some soap and the children enjoyed playing with bubbles and also enjoyed splashing and washing their animals.



Ice play with winter animals: **UTW: The world – Ice play with winter animals**



The children took part in playing and exploring ice with winter animals as the practitioner provided a large tray with animals and some ice cubes. They enjoyed using their senses to explore the ice and were encouraged to describe how the ice feels, for example, cold, freezing, smooth and wet.



The practitioner also talked about winter animals and which animals live in the snow such as polar bears, penguins and reindeers.



Zeynep and Mason enjoyed tasting the ice as they attempted to put it in their mouth, Mason licked the ice. Some children enjoyed role-playing with the animals and observed the ice melting and turning the water. The practitioner spoke to the children about cause and effect to encourage them to think and talk about what makes ice melt and how water is turned into ice. The practitioner **talked about why things happen** for example, the sun or hot water will make the ice melt quicker and the cold such as a freezer, will make the water form into ice, explaining different temperatures. Some children counted how many ice cubes they had remaining after observing them melt. Overall the children enjoyed this activity.

Language group: Communication and language: Listening and attention.

The children took part in a small language group session, which was carried out for some of our Rainbow room children and rotated with different children each week. The children who took part in this session were Chiara, Kymani and Le'ziah. They sat in a circle with some sensory toys in the middle. The practitioner explained to the children that they will have a turn each to choose an item placed in the middle to look at. The children began to pick up an item/object after being called out by their name one by one, and each child had the opportunity to touch, feel and explore the item.



The practitioner also asked some questions about the items and introduced new words to describe how the item feels, what colour it is and what it was used for to expand the children's vocabulary and language.

The children were able to **listen to simple instructions** and waited patiently for their turn whilst listening to each other. They had the opportunity to explore several objects and passed the toys to one another all the while being encouraged to ask their peers kindly and politely when requesting for a desired object. The children enjoy exploring these sensory toys as these toys are often kept for special times like language group sessions which makes them more exciting to play with.



Making a winter collage: Expressive arts and design: Being Imaginative and expressive

The children took part in making a winter collage intended to develop their imagination and expression. The practitioner provided essentials such as paint, glue, cotton wool, sticks, twigs, (which the children collected from outside), and coloured paper. The practitioner explained to the children about the winter season and what happens during winter.

The children were given the opportunity to understand and **look closely at similarities, differences, patterns and changes in nature**. The practitioner talked about snow and , some children spoke about how they remembered the snow and how they played outside



and remembered the snowman that they made with the practitioners and their peers. We also talked about how trees look in the winter. The children who took part in this activity were Israa, Safwan, Idris, Adam, Le'ziah and Rebecca. The children enjoyed creating art using resources of their own choice.



Practicing putting on winter clothing

independently: Physical development - Health & self-care



The children practiced putting on their own hats, scarves, and coats on independently. This activity is intended to support the children **to put on and take off simple clothing**, practicing their independent skills so that they learn how to put on their outdoor clothes by themselves. Aydin, Rahil, Exauciane, Mason, Adam, Sariyah, and Bissan took part on this activity. The practitioner showed the children a hat, scarf, gloves and a coat and told the children which part of our body it goes on and why. For example, the practitioner explained to the children that a hat is for our head and it keeps our head and ears warm during winter. A scarf is to keep our neck and chest warm, gloves are for keeping our hands warm and a coat is to keep our whole body warm.



The practitioner modelled how to put the items on and modelled the flip trick method to put their coat on. Bissan had a go at putting her coat on by laying the coat on the floor, putting her hands and both arms and then flipping the coat over her head. All the children had a turn at putting on their coats by trying this method. Aydin had a go at putting his coat on, he was happy to give it a try, he put his coat upside down on the floor, put his hands through the holes and then flipped it up and wore his coat, Aydin said “yaay I did it”, **being proud of how he**

accomplished something.

Rahil put his hat on independently and also practiced putting on his coat. Mason had his gloves on but needed support in placing his fingers through which can be tricky. The practitioner supported all the children who had gloves as it was more challenging than the other clothing to put on; however, the children were **persistent towards their goal and enjoyed meeting challenges for their own sake.**



Chinese New Year

Making lanterns: **EAD: Creating with materials**



The children took part in decorating lanterns. This activity was intended to teach children about Chinese New Year and the significance of the lanterns. The children used their imagination to decorate their lanterns in their own way.



They were shown what a lantern looks like and were able to decorate using sequins, gems and glitter.

The children who took part in this activity were Idris, Israa, Kymani, Rebecca, Chiara and Akkila, Le'ziah and Safwan. The children first started off by gluing their cards using a stick to spread the glue. The children were asked why they use glue first, Idris responded “to make it sticky” while Kymani said, “I use glue to make it sticky then use glitter”. Chiara was showing interest in the sequins as she chose different ones to stick on her card, she used her right hand to pick some of the



sequins and her right-hand index finger to stick them down, she then picked up the glitter tube and shook it over her card and said: "it is shiny".

Israa spread the glue on her paper and then pinched a few sequins, sprinkled it over her coloured card, she then stuck a gem down and finally used glitter to give it sparkle. Akkila enjoyed using the glue and sticking sequins on her coloured card, she used her right hand to pinch a few sequins then stuck each one of them down on the glued areas of her card, when she saw the glitter, she was keen to use them, she said "I want pink", she then held the glitter tube and poured the glitter on one spot on the coloured paper. Le'ziah was keen to do the activity, she used her right hand to hold the stick and spread the glue, and then stuck shiny paper on. Safwan showed interest in the gems as he used his right hand to pick them up and stick them on the card, he then picked up a tube that had glitter in it then sprinkled it over his coloured card. In this way the children made some beautifully decorated lanterns.

Bonus classes

P

Phonics letter 'Pp': Literacy: Reading

The children took part in their weekly phonics lesson, focusing on the letter "Pp". To support the children's literacy skills and recognising their letters, the practitioner decided to go through the past letters they have learnt to recap and to make sure that the children remember these letters. The letters that the children have recapped on, were 'S', 'A', 'T', 'I', and now learning 'Pp'. The children who took part in this

phonics activity were Safwan, Chiara, Sariyah, Kymani and Le'Ziah.

The practitioner held a few phonics cards up one by one and asked the children if they can sound them out. Sariyah recognised the letter 'S', making the sound, then used her index finger to pretend writing the letter in the air.

Kymani and Le'Ziah started to make the sound of the letter and were also using their fingers to do 'S' in the air. When the letter 'P' was shown to the children, Sariyah said "P" which [shows that she recognised the letter.](#)

The children then practiced writing the letter 'P'. Safwan held the marker pen with his right hand and attempted to copy the letter 'p', he then passed the pen to Le'Ziah along with the whiteboard; Le'Ziah held the pen with her right hand then attempted to write. Kymani had his turn to write, he looked at the letter and then tried to write the letter next to the one that the practitioner wrote, he then has a second attempt, the practitioner held his hand with the pen to support him to write the letter accurately. Chiara also attempted to have a try and was [showing a 'can do attitude'](#), as she was [willing to have a go.](#)





Box of feelings: Personal, social and emotional development - Understanding Emotions

The children took part in a box of feelings activity to support them with their emotions. Olivia, Sariyah, Bissan, Lamia, and Zeynep participated in a small group session of 'Box of feelings' as we talked about feeling 'sad'. The practitioner asked the children to make sad faces and discussed what makes them feel sad. This enables the children **to think about their feelings as their brain starts to develop the connections that help them manage their emotions.** Most children said they missed

their mummies or daddies. Therefore, the practitioner selected a story card that related to the children's emotions and showed the children a picture card from inside the box. The picture was about a little girl waving goodbye to her daddy and feeling sad. The practitioner first read the story to the children and then started asking them about what is happening in the picture:

'Daddy has to go away for a couple of days for his job. Rebecca does not like that, she wants her daddy to stay at home. Yet daddy is leaving, "Goodbye, my sweet girl", he says, and he gives Rebecca a big cuddle. He takes his big suitcase and closes the door behind him. "Bye mummy! Bye Rebecca!"

The practitioner then asked the children some questions as she went around and showed the children the images on the card. She asked the children, 'how does Rebecca feel?' The children replied, "sad". The practitioner asked, 'How can you tell?' Olivia answered? "Because she is crying". The practitioner asked, 'Why does she feel this way?' Lamia and Sariyah replied, "because she wants her daddy". The practitioner then asked the children, 'what will or (might) Rebecca do next?' The children started to think, and the practitioner supported them in thinking of solutions as she suggested, 'what if Rebecca gives her daddy a call every day?' the children then replied, "yes". In this way the children are encouraged to think of ways to manage and support their emotions and also develop empathy.



PSED: Understanding emotions – Box of feelings

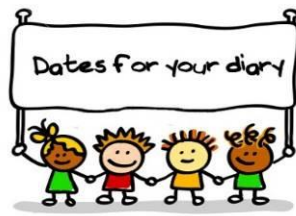


Rainbow room took part in another box of feelings activity where they expressed themselves using masks, spoke about their feelings and listened to how others are feeling. Each child held a mask and was asked about how they felt. Chiara held the mask and said "I feel sad because I want to go home", Kymani held the mask and said "I feel happy". Idris held a mask and said, "I feel happy because mummy is coming". The children were shown masks that showed different emotions, the practitioner asked the children to point at a happy face, which Kymani pointed at, and they were then asked to point at the sad face, which Chiara did.

The children were then shown different picture cards and were asked about what was happening in the picture, Kymani pointed at the picture and said “the boy is pushing the other boy”, the practitioner then asked “how will your friends feel if you push them?” Chiara and Kymani replied “sad”.



Another picture card was shown to the children, and they were asked about what was happening in the picture, Idris said “the dog is running” while Chiara said “the dog is trying to eat her shoe” the children were then asked about how the girl is feeling, Idris & Kymani replied, “scared”. This activity was intended to support children with their own emotions as well as understanding others' emotions. This activity went well, the children were able to express themselves and talk about how they felt as a small group. We will continue to support the children with their emotions through these sessions.



Half-Term holidays

Monday 13th – Friday 17th Feb

Parent's Afternoon & 27-month review

Friday 18th March

Female carer's day

Thursday 10th March (9am-11 am, 2.00pm to 2.30pm & 5.30pm)

Easter holidays

Last day 31st March – Re opens Mon 17th April

Inset day

Friday 28th April

Bank Holiday

Mon 1st & 29th May

Parent Notices

- ✓ **Online Banking:** We are kindly requesting parents who pay their fees online to check payments have the correct reference- i.e. your **child's name**.
- ✓ **Parent e-mails:** We send out e-mails regularly to parents to notify every one of events and updates. If you have not been receiving any emails, then please get in touch. Email: office@rooftop-nursery.com

Review us

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

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

Brook: please add correct link

Comments/ Suggestions

Please feel free to write any suggestions/comments you may have on the space below and return the slip to the office.

Name (optional): _____ Date: _____