



*A very Happy Birthday
to Romy and Tai!*



**Welcome back and
Happy New Year!**

A warm welcome back to all children, parents and carers, we hope you had a great holiday and look forward to making some great memories and having a fun filled term with the children!

Inset Day training

This Inset day our staff training included a workshop and presentation carried out by Hafiza Bhaiyat to support staff with using the 'Curriculum', enhanced provision and characteristics of effective learning and how to support children and monitor their progress from their baseline and scaffold and extend on their learning.



Our inset day is designed by our manager who ensure that each training session is in detailed explained, understood and is inspiring, staff have enough opportunities to share good practice, practice what their learn through group discussion and exercise. Our inset day learning outcomes was:

- ✓ What is the learning curriculum
- ✓ What is a continuous provision – Enabling environment?
- ✓ What is an enhanced provision – and how these supports extending and scaffolding on the children's learning
- ✓ Understanding common play behaviours in children and how practitioners can extend this with children.
- ✓ What is 'Transient Art'
- ✓ Birth to five matter- COEL and the unique child
- ✓ Understanding how to plan for children.
- ✓ How we support 'Cultural Capital' and what this means in our setting
- ✓ How we support 'British values' within our setting
- ✓ Sustained shared thinking – Shrec approach – Quality interaction with children and building positive and meaningful relationships with children.
- ✓ Quality assurance monitoring - Learning & and development using Ecars as a tool to monitor quality within the setting.



In addition, we had 2 special guests on Inset day who were Shahnaz Begum, our area SENCO and Niamh, our SLT professional from the education authority who delivered their presentation on supporting SEN children and '**Language groups**'. Niamh also modelled the use of the '**Attention bucket**' and '**Intensive interaction**' during the presentation.

As part of the curriculum, Aklima Begum carried out another presentation on '**Transient art**' which encourages the children to use a range of natural objects to create changeable art.

This activity is a great opportunity for the children to use their imagination and creativity in numerous ways and allows them to link this to their everyday experiences. Lastly, Charnelle Williams and Peri Ozyasa delivered a presentation on '**Creating a stimulating setting-up**' for the children and how to make maximise the use of the resources provided.



Language groups and supporting SEN children

The language group presentation focused on connecting and creating friendships with SEN children. This included a demonstration on what the attention bucket is and how to introduce it to the children using demonstrations and roleplay.

Supporting staff with the 'Curriculum' (by Hafiza Bhaiyat)

The curriculum consists of three sections: intent, implementation, and impact. These three sections are what each member of staff needs to understand and consider before working with the children. It is important to have an effective set-up.



Creative setting up

As part of daily setting up for all children, toys and resources used must be arranged excitingly, this can be carried out by using leaves, decorations, natural resources, or platforms to elevate certain objects. During the session, Peri and Charnelle provided a variety of visual examples of how this can be achieved along with the benefits that support and build on the children’s learning and development.

Transient Art

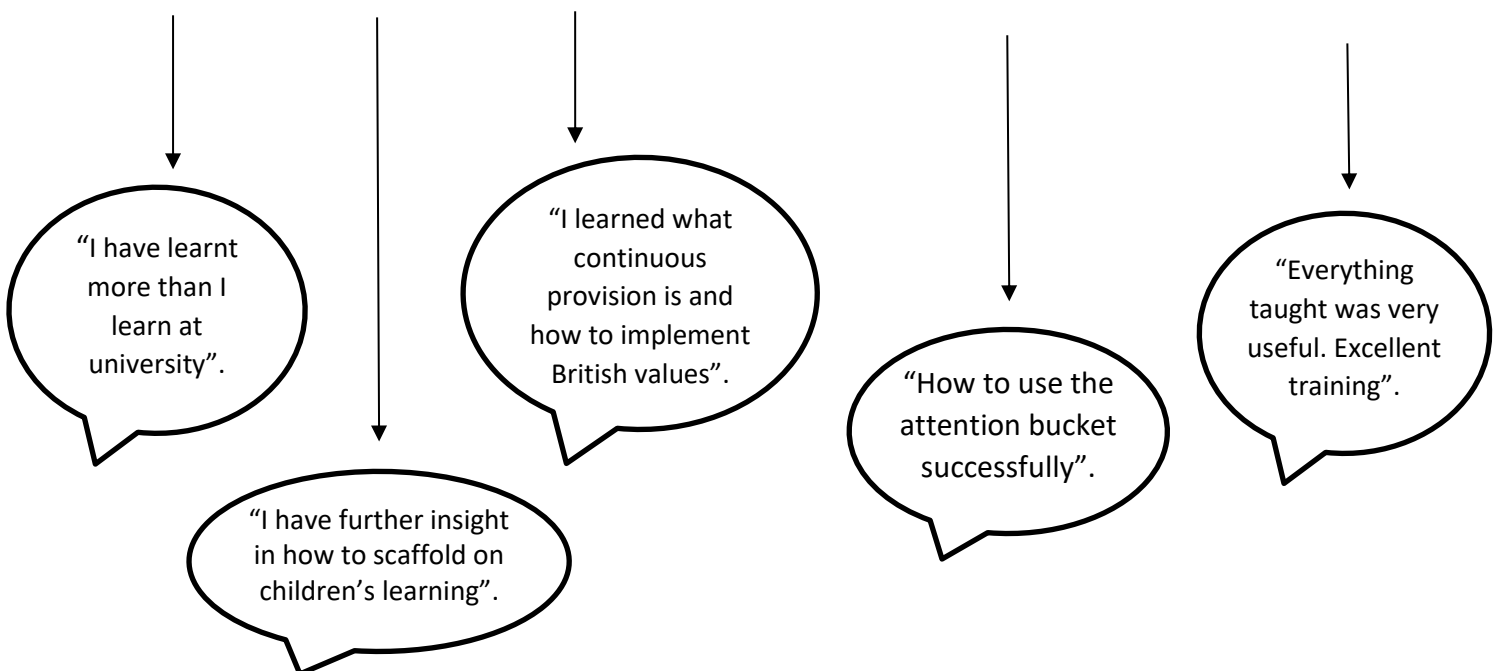
Transient art is about creating moveable natural objects to create an art piece. The objects do not have a fixed position allowing the children to be able to be creative and be able to constantly move each object creating different masterpieces.

When children work on **transient art** projects they manipulate, explore, and experiment as they work individually or collaboratively on either large- or small-scale artworks.



After the session the staff always feel alive, and empowered to take on the term with fresh ideas shared by Hafiza, who puts a lot of time and effort into each training session and making sure every detail of learning is explained in line of research and child development, inspiration given in the training sessions helps build confidence within staff to implement the new changes to enhance the learning and development in the setting further.

Below are some comments made by the staff team in relation to the training provided:



Policy & Procedure / Top Tip for Parents

Mobile Phone and Electronic Device Use – in line of new OFSTED requirements on electronic devices within a childcare setting.

This policy refers to all electronic devices able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones, tablets and any recording devices including smartwatches. More and more devices are technically, capable of connecting us to the outside world.

Mobile phones and other devices that accept calls, messages and video calling or that record or any spy wear.

At Roof Top Nursery we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education.

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones, smartwatches and/or fit bits during working hours.

We use mobile phones supplied by the nursery to provide a means of contact in certain circumstances, such as outings.

This policy should be used in conjunction with our online safety policy to ensure children are kept safe when using the nursery devices online.

Staff and parents must adhere to the following:

- Mobile phones/smartwatches/fitbits are either turned off or on silent and not accessed whilst on the premises where we have children.
- Mobile phones should only be used in the office, staff room whilst on premises.
- All earpieces and devices must be off before entering the nursery rooms.
- Mobile phones/smartwatches/fitbits can only be used on a designated break and then this must be away from the children.
- Mobile phones/smartwatches/fitbits should be stored safely in staff lockers or **in a handbag or designated bag area in the staff room** at all times during the hours of your working day.
- No personal device is allowed to be connected to the nursery wifi at any time.
- The use of nursery devices, such as tablets, must only be used for nursery purposes.
- The nursery devices will not have any social media or messaging apps on them.
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age appropriate and safe apps will be accessible to staff or children using them.
- Passwords / passcodes for nursery devices must not be shared or written down.
- During outings, staff will use mobile phones belonging to the nursery wherever possible. Photographs must not be taken of the children on any personal phones or any other personal information storage device. Only nursery owned devices will be used to take photographs or film videos.
- Nursery devices will not be taken home with staff and will remain secure at the setting when not in use. If a device is needed to be taken home due to unforeseen circumstances, then the person taking this device home must ensure it is securely stored and not accessed by another other individual and returned to nursery as soon as practically possible.

Parents' and visitors' use of mobile phones and smartwatches

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, to ensure the safety and welfare of children in our care and share information about the

child's day. However, parents and visitors are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children.

If you are found to be using your phone inside the nursery premises you will be asked to finish the call or take the call outside.

We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child.

Visitors are requested to leave their mobile phones or smart watches in the safety of the office where they will be locked away safely.

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.
- **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 Talia and Hudson!

Winter

Sunshine Room children have taken part in playing and exploring the Winter theme when they returned from their Christmas holidays, they had the opportunity to learn about the world around them using everyday objects and a range of sensory items such as winter animals, exploring ice, and using cotton wool to create their snowman. The practitioner provided the children with an introduction to the winter theme, the children took part in a story session using winter stories, the practitioner was able to use objects of reference during the story to further the children's knowledge on winter. As part of their creative activities, the children took part in making winter hats, engaged in water play with winter animals, created snowflakes, and took part in what's in the bag that consisted of winter objects.



Our aim for all these amazing activities was to support children's sensory exploration through smelling, touching, using their fine motor skills, expanding their knowledge of math's, making choices, and building on their independent skills. The children also took part in language session, box of feelings, and yoga to support their social skills, understand their emotions and make a link.



Making snowflakes

Expressive arts and design – Being creative



One of the first creative activities the children took part in was creating snowflakes as the practitioner supported the children to [make a connection with the world around them](#) with the recent bit of snow we have experienced.

Sunshine room children enjoyed making their snowflakes with the support of the practitioners. The children were supported with wearing their apron before the activity commenced. Amaru, Iris, Alfie, Sophia, and Tai all took part in this activity and were provided with paper, PVA glue, glue sticks, cotton wool and white glitter to create their snowflakes. During the activity the practitioner showed the children a visual snowflake to support them with making a link with what they will be creating. The practitioner also sang nursery rhymes with the children about the snow and then showed them a picture of a snowflake. Tai and Alfie began by trying to spread the glue around the paper, however, they were a little unsure of the texture of the glue touching their hands, therefore they requested the support of the practitioner to hold their hands



and spread the glue, once they had finished spreading the glue the practitioner poured some glitter in the palm of their hand and supported them to sprinkle the white glitter onto their paper.

Sophia, Iris, and Amaru did well in using their right hand to spread the glue on the paper as they [are beginning to show preference for their dominant hand](#), and then one by one they stuck the cottonwool to create their soft textured snowflakes.

This was a great opportunity for the children to use a range of sensory resources to develop their understanding of textures and how they feel.

Winter/Sensory Play

Sunshine room children have shown interest in exploring different textures as part of their previous Winter theme, the practitioner decided to expand on the children's interest and provide sensory play. The practitioner was able to provide children with new experiences of play and allowed them to further explore their environment. The children took part in making winter playdough, explored blue pasta, took part in what's in the bag using winter items, and painted their individual Penguins. The children were able to learn about colors, textures, physical development, and confidently exploring their environment.

Boiled potato play

Physical development - Moving and Handling



Sunshine room children had the opportunity to explore and play with boiled potatoes as part of one of their focus activities.

The practitioner boiled some potatoes and encouraged the children to use their senses by touching, smelling, and tasting the potatoes, the children [enjoyed the sensory experience of making marks in food](#) as they took part in this activity.

Malaiyah, Sophia, and Salma took part in this activity part, Salma was excited to feel the texture of the potatoes while Sophia and Malaiyah required more encouragement from the practitioner to take part. The practitioner asked Sophia and Malaiyah if they would like to add any resources or objects of their choice to the tray, they both wanted to add pots and spoons from the home corner as they were not very keen on touching the potato with their hands. The practitioner also encouraged the children to use words such as, "soft", "warm", "wet", "brown", "big", "small" to support their speech and communication skills.

Salma and Sophia showed interest in tasting the potatoes, [grasping the potatoes and bringing them to their mouth, and showing control](#). Malaiyah did not show interest in tasting the potato, but she used the utensils to fill and empty the potato as she role



played. This activity was a great opportunity to support the children's health and self-care, trying new foods, exploring textures whilst playing, and a range of food combinations. The practitioner will continue to provide children with more food play as they enjoy taking part in this activity.

Making blue playdough

Expressive arts and design – Being Creative

Sunshine Room children took part in another sensory activity which involved making their own playdough which they had a great time taking part in.



The children were provided with individual bowls, spoons, flour, oil, water, blue paint powder, glitter, the colour blue was used to represent link with our Winter theme

The children were able to experiment with a range of tools, materials and through multi-sensory exploration during this activity. Galad, Sophia, Amaru, Malaiyah, Iris, and Hudson all took part in this activity and were supported with wearing an apron before starting the activity. The children all sat nicely around the table and once they were ready there were provided with individual bowls and spoons so they could make the play dough



themselves by following simple instructions to develop independence, communication and understanding.

The practitioner introduced each ingredient to the children and repeated its name to the children to support them with building their vocabulary and repeating each word. The children were guided with each step and poured some flour, water and oil into their bowls and were encouraged to independently mix the ingredients to make their play dough as they begin to manipulate objects using hands singly and together.

Amaru and Iris required a little support to stir while mixing the ingredients as the dough was sticky and difficult to move around. Hudson was eager to mix the ingredients and dipped his fingers into the flour, he didn't like the texture of the flour and asked the

practitioner to wash his hands. The children were encouraged to use their hand and eye coordination whilst pouring the ingredients and attempted to mix in a circular motion with their spoon. Once all of the ingredients were combined together and a dough was formed in their individual bowls the blue paint powder was added in every bowl to make the playdough blue, once everybody's playdough turned blue the children added the white glitter to the playdough to add some sparkle and texture to the dough. Once everyone's play dough was formed, everyone's playdough was combined into a large bowl and the practitioner kneaded it further to create a

smooth texture. The practitioners divided the playdough for the children and put some playdough stamps in the middle of the table for the children to use as they explored the playdough. All the children had fun rolling their playdough [picking up objects in a palmar grip](#), Hudson showed interest in the animal shape cutters and asked the practitioner to help him form the animals. Amaru gave the practitioner a shape cutter of her choice and requested for some support, Malaiyah showed interest in using the different shape cutters available on the table and showed the practitioner what she had made.

Zoo Animals

Sunshine room children had the opportunity to explore the theme “Zoo animals” as part of their focus activity as they have been showing a high level of interest in the topic. The practitioner plans different activities based on the children's interests to expand their learning in a fun way. The children were able to create, listen, explore, and get involved in playing with different animals whilst including them in the children’s sensory play, they were able to use their skills to recreate and develop their understanding of the world and make a link to their personal experiences with animals. The children took part in washing zoo animals, corn flour play with animals and creating animal footprints in the playdough. The children also took part in their fortnightly ‘Tiny mites’ session, language session, and Yoga as part of their bonus class.



Washing Zoo animals

Understanding of the world - The World

Sunshine room children enjoyed exploring and playing with water and the zoo animals as part of the week's theme, the children have been learning about zoo animals, where we can find these animals and [closely observing what animals do](#). During this activity the children had to wash the animals and learn about the sounds each one makes.

Galad, Amaru, Malaiyah, Salma, and Alfie all took part in this activity and gathered around the water tray once the activity was set up. The practitioner first allowed the children to explore independently and observed the children as they made sounds and try to form single words, the practitioner then added on further words to build on their learning, such as “Giraffe”, “tall”, “small”, “Tiger” and “Lion”.

Galad, Malaiyah, and Amaru were engaged, and they started shouting "Roarr", the practitioner asked, "What animals make that sound?" Malaiyah responded by showing the lion. The practitioner further supported the children by making different animal sounds and allowed the children to repeat and follow instructions. The children enjoyed the activity and maintained a good level of [focus and attention](#) as they remained at the activity until the end. The children showed interest in exploring the texture of the water,



splashing, washing the animals, creating animal sounds, and identifying the different animals and their names.

This activity promoted muscle development, cognitive growth, and language skills for the children.

Cornflour play with wild animals

Physical Development - Moving and handling

Sunshine room children had fun playing and exploring with cornflour with wild animals. As part of their theme of the week, the children have been learning about zoo animals and what they do while they are at the zoo. The practitioner has been observing the children closely and realised that they enjoy sensory play and they also like playing with animals. The children were provided with wet textured cornflour in a large black tray, a range of zoo animals were also placed in the cornflour to further expand on their sensory development whilst role play and linking the animals to their experiences.



Galad, Malaiyah, Amaru, Talia, and Hudson enjoyed squeezing and splashing the wet cornflour on their fingers, palm of their hands and on the animals, as they were able to **pick up objects in palmar grip and shake, them between two hands while looking at them**. The children also moved the animals along the tray as they stomped them through the cornflour texture.



The practitioner encouraged the children to repeat the words such as “soft, white, wet, and roar” to describe everything they were exploring in the tray. Amaru, Malaiyah, and Hudson were able to repeat **and imitate words and sounds**.

This activity was aimed to allow the children to explore and develop their sensory development and at the same time to learn about the world around them and animals they have seen whilst visiting the Zoo. Overall it was a lovely activity for the children and as a follow on activity the children would be provided with a painting activity where they would be painting their favourite zoo animals.

Bonus sessions

Tiny Mites

Communication and language – Listening and attention

Sunshine room children took part in yet another session of Tiny Mites music after returning from the holidays. Christina led the music session and she brought her exciting bag full of puppets and props along with her and commenced her session by introducing her Tiny Mites puppets to the children as they waited eagerly.



Malaiya, Galad, Alfred, Salma, and Amaru enjoyed taking part in the tiny mites session by singing different rhymes and making different movements to help the tiny mites wake up from their nap.

The children were able to **follow simple instructions** such as holding the plate by using their hands, pretending that they were driving, and pressing the imaginary horn on the middle of the plate.

During the session the children learned the tiny mites' names and also listened to the pussy cat song along with a prop of a soft black cat which Christina pulled out of her bag. The children each had a turn to stroke the cat and explore it's texture.

During another song related to sea animals and sharks, the children were each provided with a musical shaker, Christina encouraged the children to **move their body to the beat** whilst creating sounds with their shakers by using their gross motor skills, they pretended to be sharks and also created individual sounds.

Towards the end of the music session the children enjoyed playing with bubbles, they attempted to pop the bubbles while they were flowing from Christina's bubble machine.

The children showed a high level of interest and fascination. Overall the children enjoyed their first Tiny mites session for this term.





Upon returning from the winter holidays, the practitioners supported the children in settling back into the nursery and adapting back into their daily routine. The children also took part in activities related to winter to earn more understanding of the world and learn about winter animals. The children participated in activities such as making snowflakes, playing ice, and making winter animals such as penguins and polar bears. The children have also taken part in listening to stories related to winter and practiced their independent skills through trying on winter clothing such as hats, scarves, and gloves and understanding how to dress appropriately according to the weather.



Making penguins

Communication and language – Speaking.

The children took part in painting penguins as part of one of our winter activities. The children who wanted to take part in this activity were Elyas, Romy, Willow, Cesar, Cruz, Idris, and Bobby. During free play, the practitioner asked the children who would like to paint a penguin, and the children who wanted to take part in this creative activity gathered around the table as the practitioner helped them put an apron on. The children sat down, and the practitioner had two penguins in her hand to show the children what they would be painting, she also showed the children a book that had penguins inside and told the children that we would be reading the book after they had finished painting their penguins. The practitioner first asked the children if they knew what animal she was holding and all the children shouted out, “Penguin”.

The children were able to [talk about some of the things they have observed such as animals and the natural world](#). The practitioner then started talking about penguins so that the children could extend their knowledge about penguins and asked the children some simple questions to see if they knew some information about them. Cruz was good at using his language and telling the practitioner what he knew for example, when the practitioner asked the children, ‘Do penguins like the summer or winter?’ Cruz replied, “winter”. The practitioner asked the children ‘Who knows what penguins eat?’ Cruz again replied, “fish”. We also discussed the colour of penguins, and that penguins have wings but cannot fly instead they swim. The practitioner also asked the children if they could show her how penguins walk, and the children started placing their arms on the side of their waist and waddled from side to side. The practitioner gave the children a paper plate and a paintbrush to



paint their penguins and the children first painted their penguins black, the practitioner supported some of the children to paint every part of their paper plate.

After the activity, the practitioner showed the children a short video about penguins, and the children learned that penguins are aquatic animals and spend most of their time living in water.

Practicing how to independently wear winter clothing.

Physical Development – Health and Self-care

The children practiced putting on hats, scarves, and gloves independently as part of another winter-based activity. This activity is intended to support the children in putting on and taking off simple clothing, and practicing their independent skills so that they learn how to put on their outdoor clothes by themselves. This activity also supported the children's understanding of what clothing is worn during the cold weather. This activity was carried out with two different groups of children who attended different days so that every child had the opportunity to practice their independent skills. The first set of children who took part were Zeynep, Willow, Romy, Eliz, and Nala and the second group consisted of Cruz, Idris, Bobby, Alice, Elyas, Cesar, Siena, and Romy and Nala. The practitioner sat on the carpet and started putting on a hat, scarf, and gloves and some children showed interest and started to join in



The practitioner showed the children which part of our body the clothing goes on and why. For example, the practitioner explained to the children that a hat is for our heads, and it keeps our heads 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 as she modeled it to the children. The children explored independently and attempted to put it on themselves.

The children were proud of how they accomplished something when able to put on their winter clothing. Some children asked for help such as putting on gloves as the practitioner supported them in placing the gloves through their fingers as the children were able to wear mittens independently. The practitioner supported all the children who had gloves as it was more challenging to wear in comparison to the other clothing; however, the children were persistent towards their goal and enjoyed meeting challenges for their own sake.



Winter continued

The children continued with the theme of winter and the children learned more about winter animals as they took part in making polar bears and continued practicing independent skills when it came to wearing winter clothing, they also took part in ice play again. Rainbow room children took part in craft work such as making a snowman and creating a winter collage. Our aim was for the children to explore and learn about the changes in the weather and explore different seasons.



Ice play with winter animals

Understanding the world – The world

The children took part in playing and exploring ice with winter animals and this activity was carried out with different sets of children who attend different days. The first group of children who took part were Idris, Cesar, Mason, Elyas, Bobby, Willow, Siena, Nala, and Eliz. The second group of children who took part were Romy, Alice, Cruz, Eli, Zani', Vanessa, and Bobby, Cesar, Nala, Siena, and

Mason took part again. 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. Mason, Eliz, Willow, Nala, and Siena enjoyed tasting the ice as they attempted to put it in their mouth and were also licking the ice. Some children enjoyed role-playing with the animals and observed the ice melting and turning into 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. The practitioner also added a seal to the second round of ice play as the children showed interest in seals after learning what polar bears eat.



Winter Collage

Expressive arts and design: Being imaginative and expressive.

As we continued our winter theme with the children, we decided to create a winter collage for another activity. This was a great opportunity for the children to create individual artwork that represented both imaginary and real-life ideas, events, people, and objects.

On the table, winter animals like polar bears, sea lions, penguins, log trees, and storybooks were arranged. The children were provided with glue sticks, PVA glue, silver, white, and royal blue glitter, and snowflakes. Eliz, Alice, Vanessa, Zeynep, Nala, Siena, Willow, Cesar, and Romy gathered around as the practitioner introduced the props and read a storybook. The practitioner asked open-ended questions, such as what they wear in winter when they go outside. Willow replied, "Gloves and a hat," whilst wiggling her fingers.

The children were eager to start the activity, Cesar, using his left hand, dipped his glue stick into the glue pot, swirling glue on his canvas. He used his right hand to take royal blue glitter, spreading it across. Cesar observed snowflakes, maneuvering them before pressing them onto his canvas. Eliz, Romy, Alice, Nala, and Willow applied glue using fine motor skills. They picked up soft snowflakes with a palmer grip, sprinkling them. Twigs were also added. Siena, Vanessa, and Zeynep focused on sticking silver and white glitter. When they noticed royal blue glitter, Vanessa and Zeynep stood up to reach for it. Vanessa, working on her winter collage, decided to apply glue to her hand. Zeynep saw this and followed suit, spreading glue on her hand. Siena, concentrating on her artwork, did not stand up and used hand-eye coordination. All the children were actively engaged in the activity and showed great pride in their achievement and the end product of their artwork.



Language group/What's in the bag (Winter items)

Communication and Language: Speaking

The children participated in a language group activity. Those involved were Cesar, Bobby, Romy, Alice, Nala, Eliz, and Vanessa, Children used language to share feelings, experiences, and thoughts while the rest did not show interest. All sat nicely on the carpet. We began by using a doll as a prop, pretending to greet the doll, and asking for its name. The doll named Sarah pretended to put her hand into a bag and pull out an object, capturing the attention of all the children. We initiated the activity by singing "What's in the bag," mentioning each child's name one by one. Nala put her



hand and retrieved a Christmas tree covered in snow, exclaiming, "Look, Christmas tree and snow." Open-ended questions were asked, such as the colour of the snow, to which she responded, "white." Romy placed her hand inside the bag next and found a winter hat, which she quickly put on, smiling, and saying, "hat".

We discussed how to stay warm in winter, with Cesar getting a scarf and demonstrating how to tie it around his neck. Mason discovered a reindeer and proudly declared, "Look, I got a reindeer!" He mentioned a reindeer found in winter. Bobby found a penguin and exclaimed, "I got a penguin," identifying its colours as white and black. Eliz retrieved gloves and put them on, prompting a discussion about how to stay warm when going outside in sequence: "Jumper on, jacket on, hat on, scarf on, and gloves on". The children actively participated in the conversation, demonstrating good listening skills and engagement.



Wild Animals

Rainbow room children have showed keen interest in wild animals recently, so we decided to make exploring wild animals our theme of the week. Our activities have been centered around understanding animals' diets and habitats. The children enthusiastically engaged in various activities, such as creating Gorillas using collages, drawing animals, painting snakes, exploring with ice playing with wild animals, and reading books about wild animals. During free play, the practitioners transformed the space into a jungle theme, complete with wild animals, grass, wooden blocks, train tracks with trains. The children had the opportunity to explore and engage in role-playing, as well as read books about wild animals. Additionally, for their bonus class, the children participated in a Tiny Mites music session, enjoying puppets and songs that created a joyful and entertaining atmosphere. To promote physical and mental well-being, the children also took part in their yoga session. They learned about mindfulness and tried out different poses, contributing to their overall development.

Making Gorilla

Expressive arts and design: Being imaginative and expressive.



In Rainbow Room, the children were excited about making gorillas, they **were able to use available resources to create props or create imaginary ones to support play**. The practitioner prepared an activity with glue, glue sticks, A4 size papers, brown shredded paper, and glitter.



Wearing red aprons, the children sat around the table. The activity started with

the practitioner showing gorilla props, followed by talking about where gorillas live and what they do. The children then made their gorillas using the provided materials, with guidance from practitioners when needed. During the session, the practitioner asked open-ended questions like "Where do you find gorillas? Do they live on a farm?" Willow responded, "No," and Cruz mentioned the "zoo." When asked about their diet, what do they eat? Siena replied "Bananas."

The children were engaged in the activity, applying glue in various swirling patterns—some from side to side and others in circular motions. Cesar, Romy, Elyas, and Idris held the glue stick using a palmar grip, while Willow, Nala, Bobby, Siena, Cruz, and Alice used a tripod grip. Idris and Cesar held the stick in their left hand. All the children were happily engaged in this activity. Mason and Ihsaan were playing with other resources. The session ended with the children singing the song "We're Going to the Zoo." This creative activity not only improved their hand and eye coordination skills but also taught them about wild animals.

Bonus class

Tiny Mites

Communication and Language: Listening and attention.

Rainbow room children took part in their first music session upon returning from their winter break, Christina walked in, and the children were really happy to see her. She brought her puppets called the tiny mites with her for the session, and she introduced them to everyone.

Firstly, Christina pulled out her puppet that looks like a bumblebee and was wearing a stripy yellow and black top. Christina then pulled out the rest of her puppets one by one and the children greeted each of them.

During the next song Christina provided each child with a colourful plate which they used to represent a steering wheel, Siena, Idris, Eliz, Willow, Bobby, Nala, Alice, Cesar, Elyas, and Mason all held their plates on each end as they joined Christina in the imaginative driving adventure.

Willow was especially excited, standing up to watch Christina closely.

To end the session and make it more exciting, Christina brought a machine that made bubbles. The children sang the bubble song and happily popped bubbles. Many of the children used their index fingers to play with the bubbles. It was a fun time for everyone!

The children enjoyed the music session, they were encouraged to use the range of props provided using their gross motor skills, the children were able to experiment and create movement in response to the music.



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27 Month Health Review

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

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: _____