



A very Happy Birthday  
to Anil Rahil, Etelvina-  
Nana and Aymen

## Graduation Ceremony



To celebrate Star room children's achievements over the period they have spent at Rooftop nursery, we held a very special graduation ceremony to give the children a good send-off before they start school in September.

Hafiza began the ceremony with a heartfelt speech dedicated to the children, highlighting their strengths. The children were praised for their progress and development as they have become very talented, independent, and confident individuals over the years, Hafiza had prepared a heartfelt speech dedicated to the children leaving, also reminding the children they are a very resilience set of children who have had to face a pandemic and got through this coming out more shining on the other side, the children's resilience outshines the rest of the children who have previously left this nursery.

The ceremony was a great moment to celebrate their achievements and progress at Roof Top nursery where they have all been actively involved in all the nursery activities such as reading, writing, baking, making friends, and learning to resolve issues and overcome challenges.

As they prepare for the next stage in their life and look forward to starting school in September, we would like to wish them all the best and to continue shining each day as they blossom into amazing individuals.

After the speech, each child had the opportunity to collect their certificates from the Assistant manager (Shaheena) they gave Hafiza a handshake before having their photo taken. The children sang their Graduation song which was dedicated to all the teachers and their parents for the role they play in the children's lives. They all took part in their graduation party followed by some party games, music, and dance.



### *Rooftop Nursery – Class of 2022*





## Trip to Legoland

This year we had the opportunity to go to Legoland for our annual summer trip and enjoy a fun day out with the children, parents, and staff team. We had a **total of 147 adults and** children attend this trip which was a great turnout. During the day, we enjoyed having a picnic together, where we had time to relax and socialise with the parents and children whilst relaxing in the garden



## Parent Notices

- Please call the office by 9.30 am or 1:30 pm to inform us of any absences or late arrivals.
- No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- Please return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, and hats.
- Please store buggies in an orderly fashion, do not obstruct the pathways.
- Please support us by **folding your buggies**.
- 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 you apply sun cream to your child before coming to the nursery during the warm weather
- 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](mailto:office@rooftop-nursery.com)
- **Tapestry:** If you need support accessing Tapestry, please contact admin at; [office@rooftop-nursery.com](mailto: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.

### 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>

## A reminder of the Bonus programmes offered at Rooftop Nursery

Bonus programmes	For who?	Days & Times
French sessions	Star Room	Wednesday (Fortnightly) 11:15am
Football	Star Room	Tuesdays (fortnightly) alternating between 9am & 1pm
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

## Rainbow Room

### Eid celebration & children's interest

As we had almost reached the end of the term, the children took part in a range of fun free choice activities, giving the children the opportunity to share their ideas. We continued to provide stimulating activities for the children to learn and build on their interests. The children also took part in our annual summer photoshoot which took place in our garden for both morning and afternoon children. Overall, the children have taken part in activities such as making Eid cards, having an Eid party, physical games, and taking part in obstacle courses.



### Expressive arts and design

#### Making Eid cards

The children in the morning and afternoon took part in making Eid cards for their family and friends who celebrate Eid. The children were given a choice of what type of card they would like to make, for example, some children may not celebrate Eid, so we allowed them to **make their own choice and decisions**. This allowed the children to **learn that they have similarities and differences that connect them to, and distinguish them from, others**.



During the morning session, Chiara, Meklit, Kymani A, Olivia, Idris, and Safwan all took part in this activity and in the afternoon, Queensther, Exauciane, Blessing, and Nora took part. The children were first offered coloured cards, to which Chiara and Olivia said they wanted pink. All children were quite confident in what to do as they independently picked up a glue stick, dipped it into the PVA glue, and started spreading it around their cards. Some children required guidance on when to stop spreading so they did not spread too much. When the children had finished spreading their glue, they were given some resources to decorate such as gems, sequins, and some glitter. The children were able to pick their own resources to decorate their cards. The practitioner then asked the children if they were finished, Olivia responded, "I'm not finished", showing that she had not reached her end goal yet. When the children had finished decorating their cards the practitioner gave them a simple instruction to follow and asked them to place their work on the drying rack, which they all did confidently.

## Fun activities and Water play

The children continued with their interest activities and spent most of their time playing outside and had their snacks outside too. As the weather was warm, the children took part in a lot of water play, such as water paint, ice play, and using a water bamboo runner. We also had an Eid party with the children and played some physical games.

### Water play

#### Understanding the world / Physical development / Literacy



As it was approaching the end of term and due to ratios being low, Rainbow and Star room children were combined whilst outside. The children took part in different water play activities during outdoor play and enjoyed most of their time. We brought in a **bamboo run** from the other site (Rooftop nursery at Ottaway) which they borrowed for us to use with our children at the Brook site.

The children sat on the grass eagerly waiting for the practitioner to set it up. The children took turns in using the runner

as the practitioner gave them a watering can to use individually and pour water down whilst watching the water run down.

Water play has many benefits for a child's social and emotional development, as well as developing their physical abilities. This activity supported the children to develop their **hand-eye coordination** as they were trying to pour the water in the right direction (on top of the bamboo) for it to run down, improving their sense of accuracy and control. The children were really engaged in this activity and were all **showing high levels of concentration and remained focused** as they all wanted to have another turn and did well with waiting and watching their peers.

As the children were engaged in this water play, they all spent long periods of time exploring and playing, towards the end, some children then took their shoes and socks off and wanted to splash their feet inside the tray.



### Water paint

The children took part in **water painting** where they were provided with buckets, pots, and brushes. The children came up to the practitioner one by one near the outdoor tap area and asked for the practitioner to fill their buckets and pots up with some water.

The children used their imagination and began painting several objects around the garden area, some of the children painted the walls, trees, and wooden fences. This activity supported the children to develop and strengthen their gross and fine motor skills as they **manipulated a range of tools and**



equipment in one hand, tools including paintbrushes. The children used their brushes to lift them up and down when forming strokes, showing a preference for a dominant hand. The children were mostly gathered as a group and were painting the brick wall, this was a great activity for the children to build their social and communication skills as they were talking to each other whilst painting and sharing what they were painting



## Ice play

### Understanding the world – The world

The children took part in **ice play** as this was a very good opportunity for sensory play as this provided the children with so many opportunities to explore using their senses and experience different textures. The practitioner added some winter animals to the tray of ice cubes such as polar bears and penguins. The children used their hands and faces to feel the ice and talked about the textures such as slippery and discussed the temperature such as 'cold' and 'freezing'.



The children were able to **look closely at similarities, differences, patterns, and changes in nature** by examining changes that may be reversed, for example melting ice. The practitioner explained how water turns into ice and the children were also able to observe the ice melting into the water again. As the weather was warm and sunny on the day, the children were able to understand that ice melts quicker in the sun as they were able to talk about this with the practitioner. They also noticed and observed that ice melted very quickly in their warm hands. Towards the end of the week, the children also had a turn splashing their feet inside the water where



the practitioner filled the tuff spot with water and the children had a splash in our **paddling pool** where they enjoyed dipping their feet inside and some children sat inside the paddling pool with their clothes on.



### Bonus sessions

#### Tiny Mites

#### Communication and language – Listening and attention

The children took part in their last session of 'Tiny Mites' before breaking up for the summer holidays. Both Rainbow and Star room children combined as there were fewer children towards the end of the term.

The children were again introduced to the 'Tiny Mites' and sang a hello song with actions, shouting out their names when asked. The children took part in a lot of action songs and were all really engaged and were able to listen to simple instructions.



The children were introduced to some songs with props and puppets and were allowed to have a choice on which songs they would like to sing and dance to as it was some of the children's last Tiny Mites session before leaving to go to school. Towards the end of the session, Janine blew some bubbles and the children attempted to catch or pop them excitedly before saying goodbye to their music teacher at the end of term. During the session the children enjoyed singing, dancing, and imitating movements to action songs.



# Star Room

## Writing

As Star room children continued to prepare for school the children continued with their interest in learning to 'Write' whilst talking about their transition to school and practicing the graduation song. The practitioner supported the children with becoming mentally prepared with leaving nursery to go to school. The practitioner also spent one-to-one time with each child when taking part in these activities to see their strengths and weaknesses when taking part to support them closely where needed. This allowed the practitioner to concentrate on writing letters correctly and using their tripod grip whilst having control over the pencil. The children took part in activities such as: Making letters out of playdough, practicing writing their names, tracing over the alphabet, and concentrating on their tripod grip while tracing over different shaped lines.

### Making letters with playdough

#### Moving and Handling



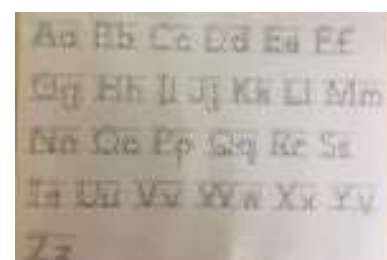
Uriel, Iqra, Chloe, M. Saif, Keerath, Kymani J, Murat, and Hidaya all sat around the table to make some playdough. In the beginning, the practitioner asked the children which colour play dough they would like, some children said pink and some children said green. The practitioner asked the children to put their hands up when she asked which colour, and most votes were for green. The practitioner made the playdough for the children and gave them a bit of dough and some flour as it was still sticky. Uriel said, "it looks like Alien slime", and mentioned the word 'gooey'. The children were mixing the dough with flour until it was less sticky, and they were squashing the

dough in their hands. The children enjoyed playing with their play dough whilst it was sticking, some children had sticky hands and the practitioner explained to the children that if they rub their hands together with flour the sticky playdough will come off.

After the children had formed their playdough, they **handled tools, objects, construction, and malleable materials safely and with increasing control and intention** by using letter moulds to form letters with their dough. Keerath had the letters 'K' and 'S' and she said, "K is in my name". She began filling the green playdough inside the K letter moulds and said she made the letter K, **beginning to form recognisable letters independently**. Chloe had 'J' and 'E', Kymani J had 'H' and Iqra had 'P' and 'N' and the practitioner sang the songs from the jolly phonics according to which letters the children had. As the playdough was sticky the practitioner asked, 'what do we do to make the playdough not sticky?' They all responded, 'with flour, **using simple tools to effect changes to materials**

### Tracing over letters and different lines

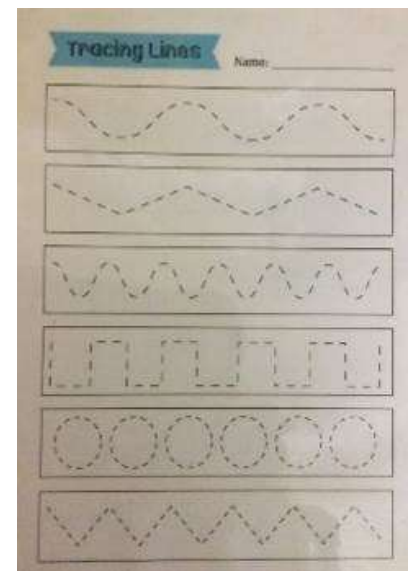
Iqra, Hidaya, Nahya, Murat, Amina, Kymani James, Keerath, Mohammed Saif, and Chloe took part in tracing their alphabet and different shaped lines. The practitioner started off by asking each child to trace over the letters that form their name.



Chloe, Kymani, Liam, Murat, Keerath, and Amina were able to identify the letters that are in their name confidently without requiring the practitioner's help and guidance. Chloe and Keerath turned their sheet over and attempted to write their own name, or other names and words, using combinations of lines, circles, and curves, or letter-type shapes. Iqra, Hidaya, Amina, Kymani, Keerath, Mohammed Saif, and Chloe used their right hand to draw on their sheets. They were all able to use their tripod grip and have control over the pen. However, Kymani J required support from the practitioner as he attempted to draw using his whole hand grasp. Even when using his whole hand grasp, he was able to maintain control over the pen when tracing his letters. As Iqra attempted to write she had her paper upside down, however she continued to trace over the letter 'v' and said, 'look it's an A' as she added the line in between. Nahya and Murat used their left hand to write and maintained a good level of control over the pen as they used their tripod grip.



Once the children finished tracing over the letters the practitioner gave the children their second worksheet. The children really enjoyed tracing over the lines, Mohammed Saif, Nahya, and Iqra rushed over the lines. But the rest of the children did well, they took their time and did each section one by one. Whilst Keerath was going over the lines she said, 'look it's o' beginning to make letter-type shapes to represent the initial sound of their name and other familiar words. Murat was attempting to do it perfectly, so he kept rubbing it off and then trying to do it over again. The children were engaged in the activity for a long period of time when it was the next group's turn the children wanted to stay and continue drawing and tracing over their alphabet and lines. When they finished, they went onto the mark-making table and continued to practice their drawing skills, they picked up their name card, which includes mark making and early writing in their play as they used the resources provided



### Eid Party & Physical games

During the month of July, the children continued to take part in a range of physical games which were extended by the practitioner to challenge their physical strength, balance, and coordination such as relays, obstacle courses, and balancing cones on their heads.

We also had many birthday celebrations and parties that included fun games with rules such as musical chairs. The children also took part in Eid Al Adha celebrations and learned about this special occasion and what Muslims do to celebrate with their families and friends. The children took part in dressing up, making Eid cards, and dancing to some cultural music.



## People and Communities

Uriel, Murat, Theo, Chloe, Kymani A, Idris, Aymen, Iqra, Kymani J, Mohammad Saif, Hidaya, Mohammad Safwan, and, Sariyah had their Eid party outdoor with some lovely balloons and some music in the great weather. The practitioner put up some balloons and a picnic cloth on the floor for the children to sit around and enjoy their morning snack with some lovely treats. Children were able to learn about the culture and religious celebration that is important to others and have a better understanding of what it means to celebrate Eid.



After they finished their snacks, the children had a dance session with the practitioner and enjoyed listening to cultural music, [enjoying joining in with family customs and routines](#). Afterwards, the children had the opportunity to stay outdoors and play with some water and spray water on each other to refresh themselves as it was very warm outside. As it was Etelvina-Nana's birthday we combined both parties, Etelvina, Uriel, Murat, Blessing, Exauciane, Hidaya, Krystal, Anil Rahil, Queensther, and Areece also joined in. As the practitioner began singing happy birthday Murat said, 'it's

Etelvina's birthday [which shows he recognised and described special times or events for family or friends](#).

## Having a race with cones on their heads

### Physical development - Moving and Handling

Idris, Chloe, Aymen, Yusuf, Sariyah, Amina, Hidaya, Leo, Kymani J, Theo, and Krystal took part in a race with cones on their heads. The children had to line up against the wall in groups of four, they all had to race each other.

The practitioner advised the children and gave them a tip for balancing the cones well on top of their heads, she said if you walk slow and slightly bend your knees it will stay on your heads. Amina and Krystal took the advice on board and were able to [travel with confidence and skill around, under, over, and through balancing and climbing equipment](#).

As the children are competing with one another the children began running, jogging, and walking faster so they were able to reach the finish line quicker. As some of the children were walking across this made it difficult for the children to take part in the race. During this race the children began to [experiment with different ways of moving, testing out ideas, and adapting movements to reduce risk](#).



### Celebrating Birthdays/ Throwing water balloons

#### Communication and language - Understanding

Aymen, Chloe, Mohammad Saif, Theo, Kymani, Yusuf, Lucas, Meklit, Mohammad Safwan, and Idris took part in Aymen's birthday party. The children started off by singing happy birthday and then eating their yummy, delicious snacks. Whilst the children were eating their snacks nursery rhymes were playing in the background and the children were joining in with the songs.

Once Rainbow and Star room had finished having their snacks the practitioner asked the children, 'should we pop some water balloons or throw the water balloons?' The children responded, 'throw water balloons'. The children were **listening and responding to ideas expressed by others**

**in conversation or discussion.**

The children gathered onto the grass area around the practitioner, and they took off their shoes and their socks. Once the children finished the practitioner asked, where can we fill up the water balloons, 'Chloe shouted, 'over their' whilst Aymen ran over to where the tap was. Chloe and Aymen were able to **understand questions such as who; why; when; where and how.** Each child took a water balloon and began filling them up on the tap. Once they were filled up the practitioner spoke to the children and explained what they can do with their balloons and discussed a few rules. The practitioner asked the children, 'what can balloons be used for?' Mohammad Saif responded, 'party' Kymani responded, 'trees'. The practitioner said, 'yes for decorations', beginning **to understand the use of objects (e.g. Which one do we cut with?).** Once the balloons were filled the children were chasing one another making sure they weren't dropping their balloons to pop but trying to aim at their peers and catch them with the water. The children were engaged for a long period of time and had a lot of fun. Once the balloons were finished, they collected some of the bottles and cups from the water tray and filled them up with water to sprinkle onto their peers as a good way of cooling down during the very hot weather.





**Nursery 17<sup>th</sup> Anniversary – Fundraising Event**  
Saturday 1<sup>st</sup> October 2022 TBC

**Half Term Term-Time Holidays**  
Monday 24<sup>th</sup> Oct – Fri 28<sup>th</sup> Oct 2022

**Parent's Afternoon**  
Friday 2<sup>nd</sup> December 2022

**End of year Party**  
Friday 16<sup>th</sup> December (3pm to 5pm)  
Nursery closes at 5pm

**Last day for term time children**  
Friday 16<sup>th</sup> December 2022

**Last Day – Nursery closes at 4 pm**  
Friday 23<sup>rd</sup> December 2022

**Nursery Re-opens**  
Weds 5<sup>th</sup> January 2022

**Inset Day**  
Tues 3<sup>rd</sup> January 2022

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**Comments/ Suggestions**

Please feel free to write any suggestions/comments you may have on the space below and return the slip to the office or post it into our suggestion box located in Star room corridor.

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Name (optional): \_\_\_\_\_ Date: \_\_\_\_\_