



Graduation Ceremony

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



**Happy Birthday
to Omari,
Zakariya, Amaru
and Olivia!**

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.

The ceremony was a great moment to celebrate the children's 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 how 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.

At the end of the speech, each child had the opportunity to collect their certificates from their room leader (Peri Ozyasa), then 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 where they enjoyed some yummy snacks before joining in with Mrs. Sparkle who carried out the entertainment, fun and games.



A few highlights from our Graduation ceremony - Class of 2023



We would like to take the opportunity to share Hafiza's heartfelt speech which was shared during the children's graduation ceremony in our monthly newsletter.



Hello everyone.

I want to start by thanking all the children, parents, and staff for being here today on this very special occasion for our children who will be leaving Roof top nursery and moving on to school.

I want to start by saying how proud all the staff are with all the children in this nursery for becoming very talented, independent, confident individuals..... some of the children here have been with us since you turned 2 years old, and we have seen you progress over the months and years. Some of you are now able to read and write and some of you are proudly putting one and 2 letters together and are starting to read. Today is about celebrating your achievements and progress that you have made with us at Roof Top nursery, you 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.

Time – Months, days, and hours are trickling away.... and we can't believe another nursery year is coming to an end. This is our 17th year in operation, and we are truly grateful for all our days. Every morning our nursery comes alive with the spirit of our happy and energetic children. This sets the tone of the day for us. We are Alive and Awake!

You are a very resilient set of children who have had to face a pandemic and got through this coming out shining on the other side, your resilience outshines the rest of the children who have previously left this nursery. You all have been active explorers and have used your creative thinking in your play and learning. You have developed further independent skills, social skills, and important etiquettes of life.

The effort and love given to you by your staff in your room and the nursery, Peri, Janet, Mahfuz, Lilly, Faiza, Naila, and Shaheena in your final year we cannot thank them enough, we are grateful to have such loving staff in our nursery for all of you.

It has been a great pleasure looking after so many shining stars here at Rooftop over the last 17 years. The time has come to say goodbye, each day has been filled with fun, and excitement, we laughed together, played, learned, and enriched our lives together.

As much as we feel sad to see you all leave and move on to school, we would like to say to all the children that we wish you all the best in your new school and that we hope you will continue to be independent learners and seekers of knowledge.

Love from Hafiza

Thanks a million

Thank you to all our parents and carers for your continued support over the years which is so invaluable to us.

You have all been amazing, thank you for working in partnership with the nursery and attending all our events.

Wishing you all the best!



PDN Meeting - Representing Rooftop Nursery

As part of our regular PDN meetings at the education department, the managers come together from different settings around Hackney, alongside members from the learning trust to discuss new updates and changes related to childcare choices, funding, family support, healthy eating, staff well-being, training, inspection updates, forest school and promoting good practice.

For the latest meeting held, Roof Top Nursery was chosen for sharing best practices again with other nurseries in Hackney. Hafiza our manager who always attends the meeting regularly to share this practice gave the honors this year to our very own staff member Peri Ozyasa, who is our nursery supervisor and room leader at our Brook site.



Peri attended with the manager to do a presentation on Friday 16th June 2023, to share, and model good practices and promote how we implement mindfulness with young children at Rooftop Nursery, this was following the recent training she attended on Inset day where the manager shared the importance of mindfulness and techniques to help support emotional wellbeing and self-regulation. Peri took this training on board and took this to another level in her practice which really caught the eye of our manager and the Learning Trust education officers.

This was a great opportunity for us as a setting to promote our practice and talk about the impact this has on the children and their well-being. Peri spoke about some of her activity ideas she uses during her mindfulness and yoga sessions with both babies and children.

During our yoga sessions, we practice and prepare children mentally and create meaningful moments of reflection. We use soft mats, LED candles, dim lights, and soft mindfulness music in the background to set the tone before getting the children to breathe in and out. We use a variety of poses and stretches which are modelled to the children who will observe carefully and copy the practitioner's actions.

A new form of relaxation that was introduced was encouraging the children to use their senses whilst smelling different ingredients such as lemon, orange, flowers, lavender, herbs, or mint. This has supported the children to show curiosity, remain calm and reflect during their yoga session.

During this PDN meeting, Peri also modelled the use of the calming basket we use at Rooftop Nursery for children that require support with regulating their emotions especially when they find it difficult to express themselves or use limited language. Children often struggle to understand their emotions, especially sadness, frustration, or anger. Our goal is to teach children to self-regulate when they're feeling these emotions and to manage these feelings. The calming basket is carried out 1:1 with the child and the practitioner in a quieter area.

The calming basket consists of:

Deep breathing card (encouraging the children to take a deep breath 5 times), play dough, stress ball, 'Calm down Boris' book, sensory lava lamp, eye mask, earmuff, bubbles, laminated card and felt tips to draw how they feel and a soft comfort toy.

All the items in the basket help contribute to the children regulating their emotions and support them to become independent in expressing themselves successfully.

The PDN was successful, and the attendees were really impressed with our practice at Roof Top Nursery and left wonderful compliments for our best practice. Our manager will continue to share good practices with other nursery managers in Hackney as we have done so for the last 17 years.

Our annual photoshoot group pictures



Annual Photoshoot

Our Photoshoot was a success, thank you to the parents for dressing your children in their colorful outfits.



27-month review

We would like to thank the parents that participated in our 27-month review meeting which was held at Rooftop nursery and is a great opportunity to work in partnership with parents. Our health visitor Laila came along to the meeting and was joined by the child's parent, key person (Mahfuz Ahmed) and our nursery supervisor (Peri Ozyasa) We hope you were able to discuss your child's progress and provide any updates you would like their key person to work towards in the new term.

The meeting was a success, and we appreciate the feedback received.



Parent Notices

- Please call the office by 9.30am or 1:30pm to inform us of any absences or late arrivals.
- No mobile phone/camera policy: Please put your phones away once you enter nursery premises.
- Please return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, hats.
- Please store buggies in an orderly fashion, do not obstruct the pathways. Please support us by **folding your buggies and leaving space for other parents to store their buggies.**
- Please ensure your child does not bring toys to nursery, we will not be responsible for any toys that are lost.
- Please ensure your child does not bring coins/money into 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 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 every one 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.

A reminder of the Bonus programs offered at Rooftop Nursery

Bonus programmes	For who?	Days & Times
French sessions	Rainbow Room	Wednesday (Fortnightly) 9:15am
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

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>

Rainbow Room

Children's choices

Rainbow room children took part in various activities based on their interest and own choice as it is nearly the end of term. They engaged in activities such as food play, listening and attention games and practiced their graduation song which they will be singing at their graduation party. The practitioners also spoke to the children about transitioning to school and provided various school uniforms for the children to try on, to prepare them mentally for this next stage in their life. The nursery will be continuing with the theme of school transition for those children who are leaving for school.

Vegetable play

Physical development – Health and self-care

The children took part in playing and exploring with frozen mixed vegetables in a tray to explore different textures, smells, and tastes. The children who participated were



Chiara, Kymani, Leo, Rahil, Safwan, Siena, and Boudicea. Before adding each vegetable on the tray, the practitioner labelled and described how or where they grow. When the practitioner was showing the children a pea, Leo said, "I like peas, it's my favourite". The practitioner also spoke to the children about the different shapes and colours of the vegetables as the children mentioned that the peas were small.

Whilst the children were playing, Kymani looked through all the vegetables and picked up a cooked broccoli and took a bite. The children were **willing to try a range of different textures and tastes and express a preference**. Siena picked all the vegetables that were in the tray and smelled them, she tried a carrot which she enjoyed, the practitioner also encouraged her to taste a pea, Siena was happy to have a taste. Rahil picked pieces of broccoli; he was a little hesitant to try the broccoli at first but eventually took a bite. Safwan was playing with the vegetables moving them around from side to side and picked them up in his hands to feel the texture. Chiara also smelled some of the vegetables and explored the texture using both hands. The practitioner was encouraging all children to touch the vegetables and asked the children what they feel like. The children described the colors they could see which were orange, green, and white.



Playing musical chairs

Personal, social and emotional development – Managing feelings and emotions.

The afternoon children took part in playing musical chairs and this took place in the garden as the children were very active. The practitioner put some chairs on the grass and played some music. The practitioner first explained and demonstrated to the children how the game works. The children were able to **understand and follow the instructions** as the practitioner went through the rules of the game.



The children who took part in musical chairs were Aydin, Rahil, Exauciane, Mason, Kai'yrion and Kymani. As the music played, the children danced around the chairs and the practitioner took part in playing with the children until they all become confident with the game. The practitioner practiced the game with the children a few times until the children understood and were mentally ready for any disappointment. Each time the music stopped, the practitioner removed a chair, and the children became upset when they did not find a seat to sit on when the music stopped. This game helped support the children in **dealing with disappointments and practicing patience**. We will

continue to support the children with this game as all children were becoming upset when they were out of the game!

Mathematics

Rainbow Room children took part in a theme of mathematics to support the children's mathematic development as most children are three plus and will be transitioning to school. The children participated in activities involving numbers, shapes, colours, and measurements and were taught how to tell simple time and what will happen at a specific time. The children are now aware of what is now and next in their daily nursery routine.



Colour matching game - Mathematics

The children took part in a colour-matching game and this activity was carried out twice with two different sets of children who attend different days. The first set of children to take part in this activity was Leo, Chiara, Sariyah, Mason, Kymani, Le'ziah, Akeelah and Safwan.



This activity was conducted in the garden where the practitioner showed the children cards with the colours red, orange, yellow, green, and

blue. In the middle, the practitioner placed some Lego blocks with different colours, the children had to select and match the colours which were on the card. The children sat down in a circle, as the practitioner showed each child a card and asked them if they could find a Lego piece which was the same. The children enjoyed this activity, and it reinforced their knowledge of colours as they matched the toy to the colour of the card which was shown.



The practitioner made the activity a little more challenging for those children who knew all their colours and asked the children if they could find objects or toys around them with different colours such as purple, pink, white, brown, and black. All the children looked around the garden looking for objects related to the colours they were shown and brought them to the practitioner.

The second group of children who took part in this activity was Aydin, Rahil, Siena, Exauciane, Zani', Kai'yron, Kymani and Mason. The practitioner repeated the same activity with this set of children to ensure all children were supported in **learning their colours and being able to compare, match and recognize that some things are the same**. Some children required encouragement to recognize these colours, however, they did well with matching the colour of the card to the object, even if they were not familiar with the name.

Measuring different objects

Mathematics – Measuring

The children took part in a measuring activity to support their mathematical development in terms of measurement. The children who participated in this activity was Rahil, Kymani, Mason, Nora, Lamia, Rebekah and Zeynep.

The practitioner used toys which were of the children's interest to make it exciting for them which were dinosaurs and cars. The practitioner showed the children a measuring tape and the children showed curiosity and started asking what it was used for. Before the practitioner demonstrated to the children, she showed the children two different dinosaurs big and small. She held them together to compare them and asked the children which was bigger. The children pointed to the tallest one.

She then used the measuring tape to measure both dinosaurs and used the terms centimeters and meters. The children were fascinated and wanted to use the measuring tape to [explore differences in size and length](#). The practitioner allowed the children to have turns as she then showed the children two sets of cars which were different sizes. The children helped the practitioner measure the cars as they all held the measuring tape from top to bottom whilst she asked the children to say out the number she was pointing to. The children read out the number and the practitioner checked the measurement and said, "It's twelve centimeter's long".

As the children were focused and showed interest in this activity, she then measured the children one by one and the practitioner told the children how tall they were using the word inches, the children then measured the practitioner, and they all compared their height with each other discussing who was the tallest and who was the same.



School Transition

Rainbow room children concentrated on the theme 'school transition' as most children will be transitioning to school in September. The children took part in activities relating to school and carried out group discussions about their new school. The practitioners supported the children mentally, preparing them for school as they will be experiencing new changes such as new friends, new teachers, new environment and new routines. The children had the opportunity to look through transition books such as images of a school and their classroom and tried on some school uniforms which the children really enjoyed.



Drawing our school uniforms

Communication and language – Speaking.

The children took part in drawing their school uniforms as they will be transitioning to school in September. This activity was carried out with three groups of children who attend different sessions. The first set of children to participate in this activity was Safwan, Chiara, Kymani, Rebekah, Akeelah and Le'ziah who joined in afterwards. The practitioner first showed the children different uniforms and talked about them as she held a dress, jumper, t-shirt, trousers, and a school bag. The practitioner asked the children if they knew what school they were going and Chiara replied, "to big girl school", Safwan said, "My brother's school" and Rebekah said, "Rooftop", [understanding who, what and where in simple questions](#). The practitioner then gave the children a piece of paper and asked the children to draw themselves wearing their school uniforms. Each child picked up a colouring pencil and started drawing. The practitioner asked the children whether they knew what colour their uniforms will be. Kymani said, "Black", Safwan said, "Blue", and Chiara and Rebekah said, "pink".



The second set of children who took part in drawing their school uniforms was Nora, Lamia, Olivia, Blessing, Rahil, Rebekah, Akeelah, and Simone joined in afterwards. The practitioner again first showed the children different uniforms and talked about them. The practitioner asked the children if they knew which school they were going to and the colour of their uniforms. Olivia said, "Blue and white", Lamia said, "Yellow and black", Simone said, "Pink", Nora said, "white", Akeelah said, "purple and blue", Blessing said, "pink", and Rahil said, "green". The practitioner then gave the children a piece of paper and



asked the children to draw themselves wearing their school uniforms. Each child picked up a colouring pencil and started drawing.

Some children drew scribbles, and some children drew a person reflecting themselves with faces, arms, and legs. Olivia and Nora were able to draw a picture of themselves such as their face with eyes, and mouth. When the practitioner asked the children if they knew the name of the school they were going to? Lamia and Nora both replied, "To Olive school". The children were able to [learn that some things make them unique and can talk about some of the similarities and differences in relation to their friends](#).

The third set of children that took part in this activity was Aydin, Kai'ron, Rahil and Exauciane. As we



started off talking about their new school, they were able to say the colour of the uniforms, Aydin quickly said that his school jumper is blue, and his brother Ayan has the same colour and his trousers were grey. Exauciane said that she wants to wear a dress in her new school and the colour of it will be blue and white.

Trying on school uniforms

Personal, social, emotional development – Sense of self

The children dressed up in school uniforms as it was provided during free play. They were given the opportunity to put on whichever uniform they would like as it was donated by parents and some staff members to the nursery. The children tried on uniforms from various primary schools which were different coloured dresses, jumpers, trousers, t-shirts and many more. They enjoyed taking part in role-playing, pretending to go to school with their peers and putting on a backpack or bags filled up with different resources around them. This gave the children an opportunity to **become more aware of the similarities and differences between themselves and others in more detailed ways and identify themselves in relation to social groups and their peers.**



The children also enjoyed spending time playing and acting out going to school as they were provided a table with notebooks, pencils, sharpeners, rulers, and rubbers to explore. They used these resources as part of mark-making to become familiar with the resources they will be using at school.

The children also explored transition books which were made and contained images of schools for example, pictures of the inside and outside of a school building, a playground, a hall, and a picture of a classroom.



Children's interest/Graduation

As it was the last week for term-time children, we focused on carrying out activities based on the children's interests and practiced for our graduation ceremony for those who were leaving for school. The children took part in fun activities of their choice and played ring games during outdoor play saying goodbye to their peers and teachers. The children also had their graduation party on Wednesday 19th and went on a trip to the zoo on Friday 21st July 2023. They participated in some activities relating to wild animals and talked about different animals they may see at the zoo.



Exploring and matching wild animals in sensory play

Understanding the world

The children took part in exploring wild animals which were placed in a tray with mud and leaves. The children who showed interest were Chiara, Sariyah, Leo, Mason, Omari, Safwan, Siena, and Akeelah. The practitioner showed the children different animal cards and asked the children if they knew what animal it was. Sariyah was able to name all the animals apart from the rhinoceros.

The practitioner asked the children to find the animals that were in the tray after showing them a card each. For example, when the practitioner showed the children a card with a tiger on it, Leo quickly pointed at the tiger placed in the tray and said, "It's here". He then said, "I like tigers" and made a roaring sound. The children developed their language skills by naming the different animals and talking about their shape, size, and patterns. For example, when the practitioner asked the children 'what kind of patterns do the tiger and zebra have on them', Chiara responded, "stripes", which the children repeated. The children enjoyed finding the animals and matching them as they each took an animal and started looking at them closely talking about features such as mouth, teeth, tail, arms, and legs, [looking closely at similarities, differences, and patterns in nature.](#)

The children were shown images of big and small animals and we talked about the names. For example, When the practitioner showed the children a picture of a baby lion, she explained to the children that it's called a lion cub. Mason then picked up a bigger lion and said, "That's daddy lion". After naming all the animals, the children played freely with the wild animals in the tray as part of messy play.



Practicing our graduation song

Communication and language – Listening and attention.

The children took part in practicing their graduation song for their ceremony and party.

They started learning the song many weeks before their event to memorise and mentally prepare themselves for the day. Those that were not leaving, Zeynep and Vanessa also enjoyed joining in. The children showed good listening skills and were able to

do the actions along with the song. The practitioners focused on all the children, especially the ones who were graduating, and practiced singing on different days as some children attend different days and times such as morning and afternoon. This was a great opportunity for the children to [develop their language and maintain their attention.](#)



The song also taught the children to understand that they will be going off to school and that it's the end of the term. The children understood that they will be going on a stage to shake the teacher's hand and get a certificate for their success and progression throughout their time at Rooftop Nursery. The practitioners spent weeks talking to the children about their ceremony to mentally prepare the children for what they are expected and what they will be doing on the day to boost their confidence.

Bonus Classes

Tiny mites

Communication and language – Listening and attention.

Rainbow Room children took part in their Tiny Mites session, and it was the last session of the term. The children started with a greeting song as Janine took out her Tiny Mite puppets and the children said hello whilst singing a wake-up song, doing the actions with their arms round and open. Then they moved on joining with the next song and were clapping and did four claps, two high claps and two low claps, then they did four stomps, and were moving around in a circle. The children **showed interest in playing with sounds, songs and rhymes, and were all able to maintain their attention and copy the actions.**



The children were given plastic plates and were pretending to drive a car, this action song is one of the children's favourite songs. The children were given a coloured plastic plate pretending it was a stirring wheel and copied the actions. They pretended to put their seatbelt on and placed it over their shoulder. The children also adjusted the mirror of their car and moved on to join in with the car song. They were beeping their plates like a horn and were also spinning their plate to turn the car. They pretended they were using their wipers of the car and were asked what they do when it is raining, the children responded by saying "Wipers".

The children then moved on to playing the parachute game. Some of the children were underneath the parachute and the other half were holding the parachute and were shaking it whilst the children were jumping inside.

For the next part of the session, they looked at animals that were linked to the zoo. They were shown a giraffe and the children had to stretch tall like a giraffe. Next, they were shown an elephant and they raised their arms to copy the movements of the trunk. The final animal they had to copy was a monkey and were making monkey noises along with the tiny mite teacher. Then they all stood up and had to act out all the animals to a song. For the final part of the session, the children played with the bubbles from the bubble machine popping the bubbles with their hands and feet which the children enjoyed.



Sunshine Room

Eid al Adha

As we approached Eid, Sunshine room children focused on the theme Eid. They engaged in a variety of activities related to the celebration. They made Eid cards, danced to cultural music, created sheep crafts using cotton wool and made date biscuits. The activities supported the children's sensory exploration and problem-solving skills. The children also celebrated Nala's birthday and had a party, which encouraged acknowledging special moments in each other's lives.



The children also took part in their weekly yoga session to promote physical strength, body awareness, and relaxation, where they were supported to carry out a range of simple yoga poses and stretches. The children also participated in a What's in the Bag where they learned about different objects that help them communicate.

Making sheep

Expressive arts and design – creating with materials.

Cesar, Romy, Willow, Boudicea and Amaru took part in creating sheep as part of an Eid activity. The practitioner provided the children with paper plates, glue, cotton wool and sticks to make the sheep. The children were encouraged to repeat the word sheep.



The practitioners repeated the word clearly during the activity so that the children would get used to sounding the word. The children showed enthusiasm in using the sticks to spread the glue on paper plates, Cesar was holding the glue stick with his right hand and spreading the glue all over the paper. The children are [beginning to manipulate objects using hands singly and together](#) during activities and become more confident with what they set out to do.



Cesar stuck the cotton wool with his left hand and held the stick with his right hand. Willow used a stick to spread the glue and pressed the cotton wool down with her thumb. Boudicea stuck the wool down on the plate independently and was encouraged to stick googly eyes on the sheep. With the practitioner's support, Amaru spread glue and stuck the cotton wool onto her paper plate.

The children enjoyed this creative activity and were proud of their achievement upon completing their individual sheep's.



Eid biscuits

Physical Development – Moving and handling.

Another activity the children participated in was making date biscuits for Eid which the children were able to take home at the end of their session

and share their achievement with their parents. This activity supported the children to **try new foods and develop their own likes and dislikes in food and drink and are willing to try new food textures and tastes.**

Cesar, Romy, Willow, Boudicea and Amaru took part in making Eid biscuits. They were provided with flour, dates, egg, vanilla, milk, and butter and the name of each ingredient was repeated to the children so they can **develop their language and build on their vocabulary.** The children took turns adding the ingredients by themselves and mixing them in their individual bowls. Sunshine room children enjoyed tasting the dates and attempted to taste the butter whilst they combined the ingredients.



The children were encouraged to knead their dough with their hands and use shakers to cut their biscuits. Amaru attempted to cut her biscuits by feeling the dough with her hands holding the shape cutter but with the practitioner's help was able to cut her biscuit. Cesar used his right grasping hand to hold the spoon and take the flour to put inside the bowl and mixed the ingredients. Boudicea mixed the ingredients into her bowl, she used her right hand to hold the shape cutter and cut the biscuit by pressing down on the dough independently. Willow enjoyed tasting the dates and kneading the dough by squeezing and pressing her mixture on the table and cut her shape with the practitioner's support. Romy enjoyed exploring the biscuit dough by feeling the texture with her hands, she pressed and squeezed the dough to feel the sensation of the dough, Romy enjoyed tasting the dates during the activity. The children were able **to use a range of tools for a purpose and are beginning to**

show preference for their dominant hand and are developing their fine motor skills through kneading and rolling.

After the children had finished rolling and cutting their desired biscuit shapes, the practitioner set them onto the tray and placed them in the oven to cook so they were ready for the children to take home and taste.

Sunshine Room children will be exploring and learning about summer as we currently experience the lovely warm weather. To implement this into their creative work the children will be painting jellyfish and making colorful art. They can explore the beach bin with a variety of things to touch and feel. The children will also explore sand, seashells, buckets, and spades whilst being encouraged to build sandcastles and use their imagination. We will also provide yummy watermelon play and incorporate bright colours. They will also make pasta sun crafts. The children will also take part in their relaxing yoga session and learn to listen to their bodies, stretch and bend whilst imitating poses. It's going to be a joyful summer with lots of fun, creativity, and exciting things to explore!



Painting Jellyfish

Expressive Arts and Design – Creating with materials.

Another activity Sunshine Room children participated in was a material-making activity, using green paint to create their very own jellyfish. Orlando, Boudicea, Romy, Cesar, Bobby, Nala, and Willow enjoyed taking part in painting jellyfish. The practitioner provided the children with a paper plate and individual paintbrushes to paint their jellyfish.

Nala started to use a brush to paint but preferred to use both hands apply the green paint and rubbed it onto her paper plate. Nala enjoyed feeling the texture of paint squeezing her hand and rubbing it on the paper plate whilst they [continue to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.](#)



Willow and Cesar used their grasping hand to hold the brush and paint their jellyfish Orlando used his pincer grasp to hold his brush and paint. Romy was encouraged to paint her jellyfish, but she didn't show interest in the activity and was looking around at what her peers were doing. Bobby and Boudicea used their grasping right hand to hold the brush and paint on their jellyfish.

The children really enjoyed this messy activity and exploring the texture of the paint using their paintbrush and hands, once dry they will be adding some googly eyes and tissue paper to finish their work of art.



Ocean play

Physical development – Moving and handling.

As part of exploring the sea, Sunshine room children were provided with ocean play which consisted of a sensory bin with a range of textures and colours to resemble the ocean and its environment.

Nala, Romy, Boudicea, Willow, Cesar, and Amaru all participated in this sensory activity. During the activity, we used edible ingredients to create a sensory experience. For example, the blue water was made of jelly, the seaweeds were made from green spaghetti, and the sand was made from crushed Shreddies.

Messy play like this has several benefits for toddlers, including fostering creativity, imagination, and sensory exploration. It allows children to touch, smell, taste, listen to, and see the materials in ways that excite their senses. During the activity, Nala touched the jelly and remarked, "It's cold." Willow pulled the tray closer to herself and used her left-hand index finger to feel the texture. Amaru observed her peers and started babbling loudly while holding a spoon. Romy picked up some seaweed (in the form of spaghetti), placed them on the table, and enjoyed tasting them one by one. Boudicea began scooping some shredded wheat and taking a bite, but then she explored the other items in the tray. Cesar was initially hesitant to touch the materials with his hands, but upon seeing his peers using their hands, he tasted everything with the spoon. Afterwards, Cesar left the spoon aside and used both hands to squeeze, smear, and swirl the materials, demonstrating his fine motor skills. All the toddlers had fun getting their hands messy and engaging in this ocean play activity.



Summer continued

The children in sunshine room continued their summer-themed activities as the weather remains hot and perfect for exploration with colours and textures. They engaged in a variety of exciting activities, including sand play with shells, parachute play with soft balls, creating summer popsicles, painting hot air balloons, and had a delightful picnic in the garden with soft toys and pretend food. They also enjoyed colourful ice play, making smoothies, and participating in a bonus yoga class and the what's in the bag activity. During the yoga class, the children will practice gentle stretches, breathing exercises, and relaxation techniques to promote physical strength, body



awareness, and a sense of calm. These activities will provide them with a joyful and stimulating summer experience.



Making air balloons

Communication and language – Understanding.



Cesar, Nala, Bobby, and Eli all sat around the table, ready to do begin painting, the children sat down at the table calmly putting their aprons on with support from the practitioner. The practitioners had a printed picture of a balloon that they had shown to the children before they brought the paint out. Bobby picked up a pink paintbrush in her right hand, dipped it in the yellow colour pallet, took it to the blank canvas, and by using her fine motor skills she painted polka dots, she then chose red paint, and did the same technique. The children understand the word paintbrush as they began to show they **understand and identify words by following simple instructions**. Nala chose the yellow paintbrush, dipped it in the red paint, and applied it on the white card, but with the other hand she dipped her whole fist into the red paint, she took her painted fist and stamped it onto the card, painting it all over the card. Cesar took a green paintbrush in his right hand and dipped his brush in blue paint, he took it to the blank card and swirled it around using a range of movements, he also applied yellow paint to his picture. Eli was fascinated with the paint; he dipped his paintbrush into the pallet, and he thoroughly explored whilst creating different marks on his paper. Malaiya also joined in once her peers had begun painting, she observed what they were doing and started to explore the texture with her fingers.

Making popsicles

Expressive arts and design – Creating with materials.

This morning in sunshine room, the children gathered around the table to participate in a creative activity using coloured tissue paper. The practitioner showed them pictures of popsicles and discussed the various colours and flavours. A fun popsicle song was played, describing the different fruit flavours.

Once the children had a chance to look at the pictures and listen to the song, the practitioner provided yellow, orange, and pink tissue paper. A pot of glue was placed in the centre of the table, and each child received their own glue stick. With excitement, they started spreading the glue on their papers and placing the coloured tissue paper onto them. Nala independently placed the colour tissue paper onto her card while picking the colours she wanted.

Amaru required a little help in painting a balloon on her paper by holding the paintbrush and the practitioner encouraged her to pick different colours, she started using the glue stick and spreading it on her paper. Willow confidently spread the glue and chose orange tissue paper to stick to her artwork. Orlando enthusiastically picked different colours and placed them all over his paper. Cesar and Bobby required some support from the practitioner to spread the glue, as they preferred not to touch it themselves. The children liked this activity since it was fun and creative, and they could hear the different



sounds from the tissue and [an interest in the way sound makers and instruments sound and experiment with ways of playing them.](#)

Nevertheless, they enjoyed sticking the coloured tissue paper onto their artwork.

Zoo

Sunshine Room children embarked on an exciting Zoo themed adventure. The children explored and learned about wild animals by engaging in activities in a different way of exploring the world around them and in the most fun way possible. They were able to play with a muddy zoo sensory bin, go on a wild animal scavenger hunt, create tiger shapes using orange and black play dough, make lion masks, enjoy water play with toy wild animals, and engage in sensory play with cornflour! Additionally, they had the thrilling experience of visiting the Zoo to observe and learn about animals in real life with their parents and the practitioner. The children also participated in a bonus class where they stretched and moved like different animals and had the chance to express their emotions through the box of feelings as these activities foster their creativity, and sensory exploration.



Sensory Muddy Zoo sensory bin

Physical development/Moving and handling.

Sunshine room children had a lovely experience exploring their muddy sensory play with the encouragement of the practitioner showing [curiosity and interest in experiences with nature, grass, mud, plants, and animal life.](#)

The practitioner started the activity by singing a song that named all the animals they were going to see in the zoo. Boudicea, Nala, Willow, Orlando, Bobby, and Malaiya all sang along.

As soon as the children saw the tray with all the animals inside, they were all excited to explore. Nala was hesitant about feeling the mud at first but eventually took the opportunity with guidance and enjoyed herself. Cesar observed his peers' interactions without actively engaging in the tactile experience but enjoyed holding the animals in his hands. Bobby, although expressing dislike for the texture, still explored the sensory bin by picking up the zebra.

On the other hand, Malaiya enthusiastically played with the animals, using both hands and demonstrating great [gross motor skills.](#) Boudicea embraced role-playing, interacting with the practitioner, and showcasing her creativity by making 'roar' sounds like a tiger. Willow was engaged in the sensory play and delighted in feeling the textures and holding onto the animals, expressing her enjoyment by trying to speak and talk with the animal. Orlando displayed impressive [hand-eye coordination](#) as he made the animals walk from the mud to the edge of the tray, thoroughly enjoying the sensory experience for an extended period.



Most of the children actively enjoyed and benefited from the sensory play. The zoo-themed sensory play provided a variety of engaging experiences for the children, fostering their sensory exploration and learning about animals. It also helped them develop **important skills such as understanding, empathy, and care for other creatures.**

Making Lion mask

Expressive arts and design/ Being imaginative and expressive.



Sunshine room children had fun making lion masks with paper plates. The children were provided with a paper plate, glue, tissue paper, and glue sticks. The practitioner explained what they were going to make and put images of lions on the table as a visual point of reference.

The practitioner **continued to encourage the children to explore and experiment with an increasing range of movement through multi-sensory exploration and expression** as it supports their physical development

and the world around them. Cesar, Nala, Eli, Malaiya, and Bobby all were engaged and enjoyed spreading the glue around the paper plate and then sticking the tissue paper around with support. Eli and Cesar didn't really enjoy the part where the tissue paper got sticky in their hands but were happy with the end result of their masks.

The practitioner also talked about where the children can find the lion and all the children said "zoo". We sang a song about zoo animals clapping our hands to the beat. The activity was also a great way to observe the children's developing likes and dislikes when it comes to making any art crafts on their own.

Corn flour with wild animals

Understanding the world - The world

The corn flour messy play, help children in the development of language and communication skills, as well as cognitive, and fine motor skills. Nala, Boudicea, Orlando, Willow, Bobby, Cesar, Amaru, and Malaiya all sat around the table, wild animals were lined up into the tray, and children were listening and looking at the wild animals, as soon as the corn flour was added it into the tray, Boudicea stood up, she picked up the cheetah, played it onto the table, and with both hands she was smearing corn flour left to right, as soon as the color was add-in, she picked up her cheetah, and did mark making, Willow was happily engaged in the activity by making marks on the tray and making her animals walk from one side to the other. Orlando, Bobby, Cesar, and Amaru were more interested in trying to teas the corn flour and putting their fingers in their mouth, the practitioner encouraged the children not to eat the corn flour but to make circles in the tray and try to roll their animals into the colorful corn flour.



The Children had fun playing with corn flour as they were able to use their fine motor skills to make runny, gloopier, messier, and runny corn flour and **used both hands, with each hand doing something different at the same time.**

Bonus sessions

Box of feelings

Communication and language – Understanding.

Sunshine Room children participated in our 'Box of Feelings' activity. Box of feelings is designed to help children understand and recognize different emotions from the cards and facial expressions. Cesar, Romy, Bobby, Nala, Boudicea, Willow, Orlando, and Amaru were all present for this activity. Nala held a soft toy piggy, while Boudicea cuddled a teddy bear during this activity, the children listened, sang, and watched as the practitioner demonstrated actions for the nursery rhyme "Head, shoulders, knees, and toes" to capture the children's attention, and expressed happiness and excitement during the song.



Once the children had finished the action song they sat down in a circle and the practitioner pulled out the box of feelings. They all explored the different facial expressions that were on the outside of the box and looked at how each child in the picture was expressing themselves. The children were then presented with a range of masks that represented different expressions such as happy, sad, and angry, the practitioner repeated each expression clearly as she modelled how each of them were pronounced. They were then given a mask each to try on and take turns using.



All the children in this activity **were able to follow directions** on how to use the mask. Amaru watched her peer's wearing masks, and she picked one up, observing it closely. Throughout the activity, all the children sat calmly, listened attentively, and understood the concepts of the Box of Feelings.

Boudicea imitated her peers, while Cesar enjoyed making a sad face. Orlando picked up a mask and tried to wear it with assistance from the practitioner. Willow held a mask with both hands and looked through the eye holes instead of wearing it on her face. Cesar also brought the mask close to his face, observing his peers through it.

The children were also presented with picture cards to look at and explore, Lilly spoke about what was happening in the picture and how the person was feeling. The children attempted to repeat simple words such as "Happy, sad or angry" with simple sounds and language. Romy and Bowie had a good look at their picture cards, once the children had finished with the cards, they posted them back into the small box one by one. The children were able to anticipate taking turns and waited patiently during the session.



Tiny Mites

Communication and language – Listening and attention.

Sunshine room children enjoyed had taken part in tiny mites. Jenny sang different rhymes such as 'Hello, how are you'. Cesar, Bobby, Willow, Nala, Orlando, and Malaiya enjoyed singing hello songs by clapping and making different movements by touching soft animals while singing along to nursery rhymes. The children also enjoyed the Zoo nursery rhyme by singing the giraffe, Elephant, and monkey, they also enjoyed making animal noises and standing as tall as a giraffe. The children were Jenny started singing car rhymes with the children by encouraging them to hold a plate with their hands pretending it was a steering wheel and driving the car while doing the motions of putting a seat belt on. [Listening to and enjoying rhythmic patterns in rhymes and stories, trying to join in with actions or vocalizations.](#)



Sunshine room children enjoyed the sea rhyme by holding the parachute and going under pretending its waves on the sea. The children also enjoyed popping the bubbles that Jenny was blowing in the air when the activity was almost over. Once the activity was over Jenny sang a goodbye song.



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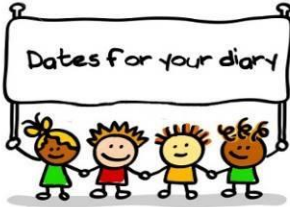
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Look out for all updates.

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Last day of nursery for full time children
Weds 16th August - Nursery closes early at 4 pm

Nursery Re opens:
Monday 28th August - Bank Holiday
Monday 4th September - **Inset day**
Nursery re opens – Tuesday 5th September.

Celebrating Rooftop nursery's 18th Anniversary
Saturday 30th Sept – Mon 2nd Oct Week of celebration

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: _____