



A very Happy Birthday to Hudson & Sophia!



Celebrating Carers Day at Rooftop Nursery



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

Thank you to all our Parents/Carers for attending our Carer's Day Event! We received a fantastic turnout and response from all the feedback received,

This event was a special occasion for all where spending quality time with your child can be celebrated!

We hope you enjoyed your day, the food provided and your gift from Hafiza.

Thank you for being part of this special day.







Taking part in some fun activities





Enjoying some delicious, mouthwatering food!



Pamper session for our wonderful parents/carers. Nail Spa and Massage





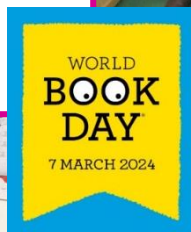
Some lovely gifts from the Manager Hafiza



Celebrating World Book Day

Once again, the children and staff team had the opportunity to take part in World Book Day celebrations and come to nursery dressed in their favorite costumes. We had an enjoyable time, and the children had a party, enjoyed some party food and also danced to some music once they had finished their snacks.

Well-done to all the parents, children and staff for making an effort, your costumes were fantastic!



Celebrating Red Nose Day



At Rooftop nursery some of the children had the opportunity to take part in Red Nose Day celebrations as they came dressed in Red or a character from the cartoon Bluey which was the theme.

The practitioners carried out a range of fun activities throughout the week and raised awareness of some families that are less fortunate and may require support.

To end the week, we had a lovely Disco party and danced the afternoon away!



A big thank you!

We would like to thank some of the parents for their kind words, gifts and gestures this month which is truly appreciated by the staff team.



Thank you to Ihsaan's mum Jahanara, Siena and Alfred's parents (Tom and Natasha) and Salma and Elyas's mum (Asma) for their sweet treats!



27-month review

Thank you to all the parents that took time out to attend their child's recent 27-month review, we hope you had the opportunity to ask any questions you had and discuss your child's progress, development and health needs with our Health Visitor Leila and your child's key person.

Thank you to the parent's that completed the feedback sheet for the review, and we hope all the information discussed was beneficial towards your child's continuous progression and in achieving new miles stones each day!



Measles cases rising

Get vaccinated against measles.

The MMR vaccine can prevent measles. It also protects you from [mumps](#) and [rubella](#).

Measles is an infection that spreads very easily and can cause serious problems in some people. Having the MMR vaccine is the best way to prevent it.

Check if you or your child has measles.

Measles usually starts with cold-like symptoms, followed by a rash a few days later. Some people may also get small spots in their mouth.

Cold-like symptoms

- The first symptoms of measles include:
- a high temperature
- a runny or blocked nose
- sneezing
- a cough
- red, sore, watery eyes

Spots in the mouth

- Small white spots may appear inside the cheeks and on the back of the lips a few days later.
- These spots usually last a few days.

The measles rash

- A rash usually appears a few days after the cold-like symptoms.
- The rash starts on the face and behind the ears before spreading to the rest of the body.
- The spots of the measles rash are sometimes raised and join together to form blotchy patches. They're not usually itchy.
- The rash looks brown or red on white skin. It may be harder to see on brown and black skin.

Information: It's very unlikely to be measles if you've had both doses of the MMR vaccine or you've had measles before.

Urgent advice: Ask for an urgent GP appointment or get help from NHS 111 if:

- you think you or your child may have measles.
- your child is under 1 year old and has come into contact with someone who has measles.
- you've been in close contact with someone who has measles and you're pregnant or have a weakened immune system.
- you or your child have a high temperature that has not come down after taking paracetamol or ibuprofen.
- you or your child have difficulty breathing - you may feel more short of breath than usual
- your baby or young child is not feeding well or taking less feeds or fluids than usual.
- you or your child are peeing less than usual (or your baby has fewer wet nappies)
- you or your child feels very unwell, or you're worried something is seriously wrong.

Measles can spread to others easily. Call your GP surgery before you go in. They may suggest talking over the phone.

Get vaccinated against measles.

The MMR vaccine can prevent measles. It also protects you from [mumps](#) and [rubella](#).

NHS
City & Hackney

Measles cases are rising in London

Is your child vaccinated?

Two doses of the MMR vaccine can stop your child from becoming seriously unwell with measles.

If your child is aged 0-11, get them vaccinated at one of our MMR clinics!

Book an appointment by calling **0207 254 2298**

Richmond Road Medical Centre
136 Richmond Road, London, E8 3HN

Wednesdays
3pm - 6.30pm
Saturdays
9am - 12pm

Find out more about the MMR cases in City & Hackney!

The poster features an illustration of a doctor in a green coat examining a child's arm while a woman sits beside them. A QR code is located below the medical center information.

A reminder of the Bonus programmes offered at Rooftop Nursery

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

Henry: Healthy Start, Brighter Future

If you're a parent or carer of young children, Henry can offer free support provided by a friendly and trained HENRY practitioner either online or by telephone. Opportunities include:

Online parent support groups run by a HENRY facilitator – a chance to share experiences with a small group of other parents, find ways of reducing stress and gain new ideas to manage daily family life and get your little ones off to a great start.

Sessions on specific topics such as introducing your baby to solids or tackling fussy eating – provided on the phone or via video calls.

Having a HENRY Buddy - someone who will keep in regular contact with you, providing practical and emotional support to help you through the challenges of family life.

To find out more or to take part please fill in the online form or alternatively, ring on 01865 302973
<https://henry.org.uk/freesupport>

Parent Notices

- **No mobile phone/camera or any electronic devices that record policy:** Please put your phones away, Bluetooth or any electronic devices that record once you enter the nursery premises.
- **Please call the office by 9.30 am** 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.
- **Please ensure you dress your children in clothes** you do not mind getting stained or dirty as we have lots of fun and messy activities happening throughout the day.
- **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 and fire exits.
- **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 small items such as coins/money into the nursery in their pockets, can cause hazard.
- 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.

- **Pick-up times;** pick up time is from 3.30 pm to 5.45 pm Can parents please ensure you are here to pick your child up: the latest by 5.45 pm, as we have too many parents coming in together which delays feedback and closes the nursery on time.
- Please ensure you collect your child on time to avoid our late payment fine.
- **Parents are advised for health and safety reasons to **NOT** bring in nuts (or anything containing nuts) into the nursery setting or around the premises. Some of our children have severe nut allergy and therefore cannot be anywhere near nuts.**
- **Online Banking:** We are kindly requesting parents who pay their fees online to check payments have the correct reference- i.e. your **child's name**.
- **Parent e-mails:** We send out e-mails regularly to parents to notify 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 settler Alden & Mirabelle!

Baking

The children focused on baking and sensory play as another theme of interest as many of our children have been role-playing in the home corner. They did activities such as baking a banana cake and tasting it during snack time and what's in the bag with baking products. This encouraged the children to engage in sensory play and to help their language and communication by understanding simple words such as egg, mix, spoon, and milk along with expanding on their independent skills.



Baking a banana cake

Physical development



Sunshine Room children enjoyed taking part in their planned activity session and made some banana cupcakes. The practitioner asked the children to get ready by washing their hands. Galad was very excited to join the session as he was eager for his turn. Galad, Talia, and Salma all took part and were happy to explore and hold the utensils and ingredients being

used. They were shown some flour, butter, milk, vanilla essence, and a banana. The practitioner repeated the name of each food ingredient to encourage the children to repeat after her and form sounds as they **begin to develop their speech**. The children were provided with a large bowl and a wooden spoon to pour the ingredients into and used their fine



and gross motor skills to mix and pour each item. During the activity Galad helped to crack the egg, Salma explored the texture of the banana and Talia poured the flour into the mixture.

One by one the children helped the practitioner add all the ingredients together, the children **remained focused and showed a can-do attitude** as they were supported to use their independent skills where possible. The children enjoyed the activity and did well with **taking turns** throughout the activity.



The children used **their hands to operate independently** during the session. The children also had a turn to smell and taste the cake before the practitioner took them to be baked, which encouraged them to use their senses.

This baking activity gave the children the opportunity to learn about the transformation of solid to liquid and vice versa in a fun and meaningful way.

Overall, it was a fun and educational activity for the children, this activity aimed to support the children by being able to follow simple instructions and wait for their turn. The children did well as they were able to stay focused for a short period of time.

What's in the bag activity.

Communication and language

Another focus activity that Sunshine Room children participated in was a 'What's in the bag?' in line with our baking theme where the bag contained baking items and ingredients. Amaru, Talia, Galad, Iris, and Tai sat on the coloured mat whilst waiting patiently for the activity to start. The practitioner commenced by singing the song "What's in the bag, what's in the bag, it's Amaru's turn, Amaru's turn what's in the bag?" Amaru was the first one to have a turn and placed her hand inside the bag and pulled out an object which was an orange bowl. The practitioner asked the children what the item was and repeated the word "bowl" multiple times to support the children to repeat after her as they expanded their vocabulary as they are **frequently imitating words and sounds**.

Iris had a turn next, as she placed her hand in the bag, she pulled out a kiwi. Iris said "kiwi" **using single words**, and she was encouraged to repeat



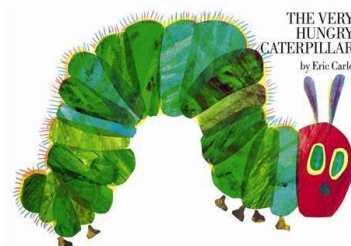
the word along with her peers. The practitioner reminded the children that we sometimes have kiwi at snack time or after lunch for dessert. Galad picked out a yellow cake slice, pointed at the cake, and said "Look". The practitioner then said, "This is a cake" and proceeded to show the icing and the different parts of the cake. Tai pulled out a wooden spoon during his turn and Talia pulled out an egg.

The impact of the activity was to encourage and support the children as they learned new words and expanded their vocabulary.

World Book Day

Exploring 'The Very Hungry Caterpillar'

Exploring green spaghetti and hand printing a Caterpillar



Expressive arts and design

Sunshine room children had fun exploring and learning about the book of the week, 'The Hungry Caterpillar' through various creative and engaging activities during World Book Week.

As we have younger babies and a few children who are almost two, we carried out different activities to cater to each group's age and stage of development. The younger babies explored green spaghetti, which was used to resemble the caterpillar, they used their fingers to hold and feel the texture of the coloured pasta. Iris and Tai were able to explore by holding them one by one and waving the

green pasta in the air. They continued [to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.](#)

The practitioner talked to the children about the colour green and why they were playing with the green spaghetti.

The older children listened to 'The Hungry Caterpillar' story and looked at all the food the caterpillar ate when he was hungry and saw how the caterpillar became a beautiful butterfly.



Hudson, Galad, Iris, and Amaru did well in listening to the story until the end and thereafter took part in creating green handprints to form their caterpillar with a little help from the practitioner. The children were supported by the practitioner as she used a paintbrush to apply the paint onto the palms of their hands and gently pressed their hands down onto their paper to form a handprint. The children enjoyed using their senses as they explored the texture of the paint and it was a great way to explore different colours, repeat the word "green" and name all the food the caterpillar ate. The



children were able to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.

The impact of this activity was for the children to use their senses as a form of exploration and learn about their likes and dislikes in feeling different textures.

Planting vegetables/Red Nose Day

The theme that we focused on next, as we transition into Spring and explore the changes in the environment around us was 'Planting'. We decided to focus on this theme since it was the start of spring and the children noticed a range of minibests appearing in the garden along with the weather changing and the plants and trees beginning to bloom.



The activities we had decided to do with the children were to help them learn about their natural environment, exploring colours, flowers, and sounds while also learning about mini beasts. The children participated in planting vegetables, and making black playdough to form a spider and also took part in their regular bonus session of 'Yoga' and 'Tiny mites'. At the end of this week, we celebrated Red Nose Day, and the children had a fun disco party and came to the nursery dressed in red or characters from the cartoon Bluey such as Bluey and Bingo as we learned about some families who come from less fortunate circumstances and may require support.

Planting vegetables

Understanding of the world – Cultural Capital

To kick start our theme of the week the children took part in their first activity which was planting vegetables. Galad, Iris, Amaru, and Hudson were all sat down and ready to begin planting some vegetables. The practitioner prepared a tray with soil, planting pots, vegetables (potatoes, carrots, and beetroots), and individual spades to scoop and fill their pots with soil. The practitioner showed the children what they were going to add to their pots first to start planting. All the children had a turn with the help of the practitioner to first scoop the soil making connections between the movements they made whilst they used hand and eye coordination to direct where they needed to place the soil.

Secondly, the children had to choose which vegetable they wished to plant, Hudson and Galad chose carrots, Iris decided to plant some beetroot, and Amaru chose potatoes. After the children added the seeds to their soil, they then poured some water. The practitioner explained to the children that they have to now keep adding water every day to be able to see the vegetables grow and then they can take them home. The children enjoyed the activity as they were engaged and showed curiosity and interest in exploring new and familiar experiences in nature: grass, mud, puddles, plants, and animal life, they played with the soil and explored the texture.

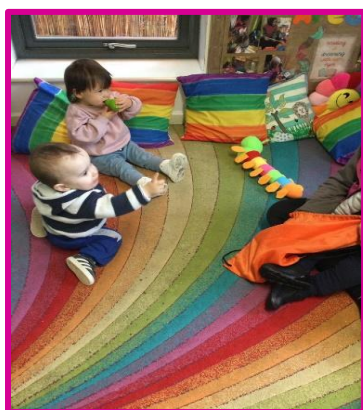


This activity was aimed to teach children about healthy eating, learn about how plants grow, and encourage sensory development. The children were able to stay focused as they were able to use their fine motor skills to explore the soil.

What's in the bag (vegetables)

Communication and language

The children participated in a 'What's in the Bag' activity with objects from 'The Very Hungry Caterpillar' storybook. The children were interested to see what was in the bag while the practitioner was singing "What's in the bag, what's in the Bag" and they moved their whole body to the song. Amaru picked out a pear and showed it to her peers, the practitioner said the name of the fruit and its color, Amaru replied with "yeah" as a way of agreeing with the practitioner.



Alfie picked out a caterpillar, and looked at the caterpillar's legs, so the practitioner counted from 1 to 10 pointing at the legs as they were counting. The practitioner also mentioned the colours on the caterpillar. To continue Alfie's interest the practitioner sang "Colours of the Rainbow".



Galad also had a turn to select an item from the bag and picked a strawberry, Galad was pointing at the red strawberry and observed the seeds on the skin, the practitioner asked him to name the fruit and the colour, Galad pointed at the red strawberry and said "straw" the practitioner applauded him. Tai had picked out an orange, the practitioner named the colour and showed him that we eat oranges during snack time. Hudson picked out a green leaf, and he was asked what the colour was, and Hudson replied "Green" and praised him as he made connections.

The practitioner also mentioned that leaves grow on trees. Noah decided to explore some toys in another area of his interest during activity time. Overall, this activity was good as the children practiced their speech and language and improved their communication by naming the fruits and colors.

Learning about Ramadan

As it is the month of Ramadan, the children participated in a range of Ramadan activities such as tasting dates, making a plate of food using paper plates and food images, and listening to and exploring a picture book about Ramadan to help the children have a better understanding of this religious month along with 'What's in the bag' using Ramadan items and dressing up and listening to some cultural music. The practitioners also carried out their weekly Yoga and



Heuristic play sessions to support the children's sense of self, focus, and attention and engage in a form of mindfulness as they bring some calm into their daily routine.

Tasting dates

Physical development

Sunshine room children tasted dates for one of their Ramadan activities. Hudson, Iris, and Amaru were very excited to taste the dates. The practitioner informed the children that Muslims break their fast with dates and showed the children the dates and described how they looked using simple words such as, it's "soft", it's "brown", and "sweet".



Hudson had a taste when it was his turn, he liked the taste of the date and was asking for more. Iris, Amaru, and Tai observed the texture and look of the date before having a taste and seemed to show a liking to the taste. All the

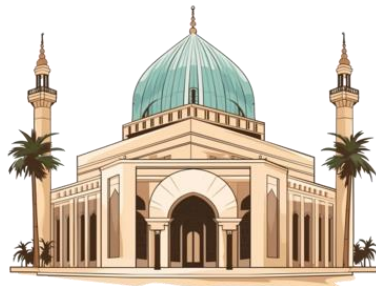
children enjoyed tasting the dates. The practitioner also spoke to the children about where dates come from and that they grow on a tree. The children were using their fine motor skills and senses during the activity.

Through this activity the children were able to develop their like and dislikes, whilst willing to try new textures and taste.

Reading a picture book about Ramadan

People and communities

Sunshine Room children had fun listening to a short story that the practitioner put together about Ramadan and why it's important for those who celebrate Ramadan. The practitioner showed the children pictures of a mosque, a prayer mat, prayer beads, and some food that may be eaten when breaking a fast such as dates.



Alden, Galad, and Salma were happy looking at the different pictures that the practitioner was showing them. Galad was familiar with some of the pictures as his family also celebrates Ramadan. In response, some of the younger children pointed at the images and Galad attempted to form single words by repeating after the practitioner as she named the images in the book. The children showed curiosity about people and showed interest in stories about people, or objects that they are familiar with, or which fascinate them.

Tiny Mites – Cultural capital

Communication and Language/Listening and attention.

Sunshine room children participated in 2 different Tiny Mites session over the last fortnight, the session was not just fun but also supported their listening, attention, physical, and language skills.

First, the teacher introduced herself to the children and then her Tiny Mite puppets Muse, Magic and Dina. This was also Alden’s first session he participated in and he was very intrigued and observed the teacher closely whilst moving his body to the beat. The teacher first focused on colours, she showed a picture of a boat, naming the different colours of the boat. She then took out a little frog and repeated the colour of the frog. Galad was very excited to see the frog and the boat in the pictures and was eagerly pointing towards the pictures.

The children then sang a song about a cat and mouse using puppets, which got the children up and dancing, especially Alfie who was particularly fascinated with the cat puppet.

Following this, they were given plates to pretend they were driving along to a song and encouraged to use their gross motor skills and turn the wheel left to right and also press the middle of the plate and make a “beep, beep” sound. Galad was participating well in this activity as he was following the actions and paying attention to the teacher's actions and frequently imitating words and sounds.

The session ended with some bubble play. Salma, Galad, and Alfie were standing in front of the bubble machine and were fascinated whilst trying to pop them as they were falling from the air.



Rainbow Room



Cleaning & hygiene

The children took part in a theme involving cleaning as they started showing interest recently. During free play, the children were taking part in role-play pretending to wash dishes, using the sink unit in the home corner area. The practitioner provided the children with an empty bottle of washing-up liquid and a sponge to support the children's imaginative play. The children also showed interest in playing with the toy Hoover during free play, pretending to Hoover the rooms. Some children enjoy carrying out little responsibilities during the day such as helping set up the lunch tables and wipe tables. Therefore, the practitioner set a little area with a spray bottle, sponge, and a cloth so the children have access to do cleaning of their own choice throughout the day. The children washed dishes, wiped tables after messy activities, and swept the floor using a dustpan and brush.

Washing dishes

Physical development – Moving and handling

Elyas, Willow, Nala, Sophia, Alice, Cesar, and Romy took part in washing dishes. Idris showed interest for a short while and then went back to play in the room. The practitioner supported the children putting their aprons on. The children gathered around the table as the practitioner placed some cutlery from the home corner area for the children to wash and showed the children a washing-up liquid and a sponge. Elyas said, apple as soon as he saw the washing-up liquid as it was apple sensed and he noticed a picture of an apple on the bottle. The practitioner then explained that the sponge is used to wash our dishes and that some people use a dishwasher.

The practitioner then gave the children a sponge each and poured a little bit of washing-up liquid onto their sponge. The children then dipped their sponges into a bowl of warm water, picked their own choice of cutlery, and started washing it. The practitioner modelled how to wash dishes and the children watched carefully and imitated. The children were able to move their sponges around their cutlery over and under, inside and out of cups.

Overall, the children enjoyed this activity and learned about basic life skills that will support them in the future.



Cleaning up after PM snack time

Physical Development – Health and Self-care

The children took part in cleaning the tables and floor after their afternoon snack. The children who showed interest in doing this were Alice, Nala, Cesar, Romy, Sophia, Willow, Eli, and Eliz. As the children have highly shown interest, the practitioners supported the children with their independent skills by **noticing what adults do, mirroring what is observed, adding variations, and then doing it spontaneously.**

The children first ate their snacks and were supported in placing their dirty cutlery into a dish bowl. The practitioner created a little corner for the children and placed a basket with a sponge, some cloths, and a spray bottle for the children to



use independently as the children have been showing interest in wiping and sweeping, **using their increasing knowledge, and understanding of tools and materials to explore their interests and inquiries and develop their thinking.**

The children took turns wiping the table and with sweeping the floor using a dustpan and brush. All children were actively involved, and this is a great way to teach children about responsibilities in their daily lives and to also make the task fun and exciting at the same time.



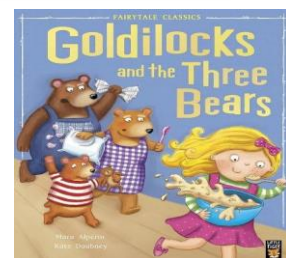
World Book Day

The children took part in activities relating to **World Book Day** where they focused on their favourite books such as *Goldilocks and the Three Bears*, *Going on a Bear Hunt*, and *The Gruffalo*. They also came in dressed up in costumes and took part in a party and role-playing, acting out stories of their favourite book.

Making porridge - Literacy – Reading (Cultural capital)

The children listened to the story of *Goldilocks and the Three Bears*. The practitioner first set up a table with props; a doll with blonde hair as Goldilocks and three teddy bears. Romy, Cruz, Cesar, Willow, and Alice participated in this activity.

The story was read with props to make it more engaging, and the practitioner changed her tone of voice and talked about feelings as this story deals with a lot of feelings. For example, when the bears came back home, they saw that their porridge was eaten, and when the daddy bear said, “Someone’s been eating my porridge”, the practitioner picked up a giant bear (daddy bear) and made an



angry face as the daddy bear looked angry in the story. The practitioner then made a surprised face when holding the middle-sized bear (mummy bear). She then asked the children, how is the baby bear feeling? And the children replied, sad, as they all made sad faces. The children were able to **maintain their attention and listen to the story** carefully as they enjoyed watching the practitioner act out the story using props to bring it to life.



Following the story session, the children were given individual bowls with spoons to mix their porridge. The children independently put some porridge into their bowls and used a jug/cup to pour water and mix it until they were happy with the consistency. Some children made it too runny, and some children made it lumpy. The practitioner encouraged them to either add more water or porridge until they got it just right.

After mixing their porridge, the children enjoyed feeling the porridge with their hands which turned it into a messy play session exploring the porridge with their hands and they all loved it!



World Book Day party and dressing up. (Bridging the gap)

Personal, social, and emotional development – Sense of self.

The children took part in a dressing-up party for World Book Day, which was our next theme, the children came dressed up in their favourite character or superhero costume. The practitioners also dressed up for the party to join in with the children and have fun. They were very excited and happy to show their peers and adults their outfits and some children wanted to dress up from our dressing-up unit.



Willow and Nala dressed up as Gruffalo. Siena and Vanessa came dressed as a princess. Elyas came in as Hulk and Cruz came in dressed as Buzz Lightyear from the Toy Story. Cesar dressed as a lion and the rest of the children came in dressed in their fancy dresses. Malaiya as Zeynep



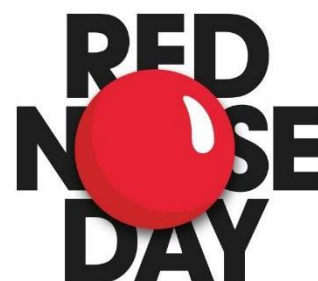
came in a tutu skirt. Eliz wanted to wear a Bella dress from Beauty and the Beast from our dressing-up unit as she loves that dress and wears it most of the time when she comes to nursery.

This helped the children 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 enjoyed their time, had some snacks together and then danced to their favourite songs.



Celebrating Red Nose Day

The children took part in Red Nose Day activities such as participating in an obstacle course outside and having a disco party where the children came dressed up in red. The children also took part in making red playdough, baking red cupcakes, and taking part in arts and craft, sticking red pom-poms that resemble red noses.



Making red cupcakes

Communication and language – Understanding.

The children took part in making cupcakes as part of Red Nose Day. The children who participated in this activity were, Idris, Cruz, Elyas, Willow, Nala, and Siena who also joined in afterward. The practitioner placed the ingredients in the middle of the table on a tray and showed the children as she introduced each item. The practitioner asked the children some questions when showing the banana and egg such as, 'Where do bananas come from?' Willow replied, "from the tree".

The practitioner first peeled the skin of the banana and Idris squashed the banana with a fork inside the bowl. Cruz and Idris then cracked the eggs into the bowl with the support of the practitioner and used a whisk to mix. Nala then added some butter using a spoon and Elyas added vanilla essence and they both mixed the ingredients using the whisk. Willow added some red food colouring, and the children were able to **talk about some of the things they observed** as they noticed the mixture turning into another colour. Siena added some flour, and the practitioner added the final ingredients which were baking powder, a little bit of milk, and some raisins. Siena then gave it a final mix before pouring it into the cupcake cases. The children enjoyed making cupcakes as this supports the children with their independent skills, listening, following instructions, and the children were able to **maintain their focus for some time.**



Ramadan

The children took part in learning about Ramadan as one of their topics, showing interest in the lives of people who are familiar to them by exploring different cultural celebrations and personal values. The children took part in activities such as making food plates, talking about different cultural foods and fasting, tasting dates, making date biscuits and milkshakes, colouring in a mosque, and also looking at some items such as prayer mats, books, and symbols.



Tasting dates

Physical development – Health and self-care

The children took part in tasting dates. Mason, Willow, Idris, Elyas, Sophia, Bobby, Nala, Siena, Cesar, Romy, Eliz, and Malaiyah took part in this activity. The practitioner gathered the children around and showed them the packet of dates and how they looked. She held the dates in her hand as she showed the children closely and told the children where dates come from and where they grow. The practitioner then gave the children a date to taste and talked about the colour, shape, and size. Some children requested to smell the date before tasting it. We opened the date to show the children the dates had seeds inside, but this one had no seeds.



We also talked about the texture of the date and how it feels as the practitioner described it as soft, hard, and sticky. Some children were familiar with dates, some children refused to taste them, and some children tasted them but did not like them. This activity was a great opportunity for the children to [develop their likes and dislikes in food and drink, and they were willing to try new food textures and tastes](#). The children who liked the dates and asked for some more were Bobby, Elyas, Siena, Eliz, Willow, and Idris. Mason felt the date in his hand and smelt it, Cesar and



Malaiyah did not want to touch it and Sophia, Nala, and Romy didn't want it at first, but then tried one after seeing their peers tasting it.

Making a food plate

Understanding the World - People and communities

The children took part in a sticking activity to create their individual food plates. The children took part in two sets of groups. The first group consisted of Siena, Bobby, Zeynep, Vanessa, Sophia, Cruz, Alice, and Nala. Then, Cesar, Willow and Romy also wanted to do the activity which they did after the first group.

We first had a little discussion with the children as the practitioner showed them different kinds of food and talked about what they like and what they eat at home. The children were provided with paper plates, PVA glue, glue sticks and different images of food to stick onto their paper plates.

We set this activity as Ramadan is about fasting and the practitioner talked about different cultural food, **learning that they have similarities and differences that connect them to, and distinguish them from others.** As the practitioner showed the children the images, they were given a choice of what food picture they would like to stick onto their paper plates and the children were able to name some of the food and some children talked about their likes and dislikes. The children showed independence by spreading their glue all around their paper plates and then sticking down the food images which they like to eat.



Bonus class

Tiny Mites – (Cultural capital)

Expressive arts and design – Being imaginative and expressive.

The children enjoyed participating in their weekly 'Tiny Mites' session which consisted of Idris, Siena, Sophia, Alice, Romy, Bobby, Cesar, Nala, Malaiyah, Eliz, and Elyas.

Tiny Mites brings immense joy to the children, filled with excitement as the children cheered and waved their hands with great enthusiasm. An adult sang a song with Tiny Mites puppets, introducing the four characters to the children. The adult engaged the children by **incorporating actions into the song, and the children actively listened and mimicked the movements.** Later, an adult handed out plastic plates to all the children, encouraging them to pretend these were steering wheels.



The children eagerly copied her, engaging themselves in imaginative play, pretending to drive cars and honk horns. The adventure continued as she announced a virtual trip to the zoo, showing the children pictures of various zoo animals, including a snake, lions, elephants, and penguins. Introducing a new friend, a monkey puppet, she sang and danced with the children. All children enjoyed dancing and copying actions to their favourite songs.

Towards the end, she entertained the children with floating bubbles. Some popped them using their index fingers, while others used their hands. All the children actively participated, listened, and interacted in the activity.



French – Cultural capital

Communication and language - Speaking

The children participated in their weekly French session. The participants were Alice, Nala, Mason, Cruz, Cesar, Romy, Eli, Malaiya, Sophia, Bobby, and Siena. They began with greetings such as "Bonjour," "Merci," and "Je m'appelle". The children passed a ball around, stating "my name is" in French with each child taking a turn. They all sat nicely and listened to Debbie. The children focused on "*Le cirque*" - the circus. They discussed, "*Le magicien*," "*Le chapeau*," "*la baguette magique*," and "*Le lapin*" (the magician, the hat, the magic wand, and the rabbit). The children learned these words in French and performed actions to music, dancing along, [extending vocabulary](#), [naming](#), and [exploring the meaning and sounds of new words](#).



The children were excited and demonstrated good listening skills by taking turns. Next, they put a doll on the floor, and each child took turns choosing their favourite colour scarf from options such as yellow, purple, red, green, blue, and orange, all learned in French. They took turns covering the doll with scarves, pretending the doll was cold. They engaged in lots of dancing, moving up and down, and shaking their bodies. At the end of the session, they were rewarded with stickers.



Heuristic play

Expressive arts and design – Being imaginative and creative

The children participated in Heuristic play which is an enriching type of play where young children interact with everyday objects, rather than toys. The goal of heuristic play is to provide a wide range of sensory stimulation to help children discover and learn things for themselves. Each time, we aim to provide and set up different natural household resources and change the items around according to the children's interest.

During Heuristic play, there is less adult interaction as we allow the children to use their imagination with the resources provided and observe the children through their play. The children were able to **create representations of both imaginary and real-life ideas using available resources**. The children who took part in Heuristic play were Malaiyah, Nala, Willow, Eliz, Romy, Zeynep, Eli, Vanessa, Cesar, Siena, and Sophia.

During Heuristic play, the children mainly showed interest in role playing using gift bags where they were going around with a bag each, collecting different items and placing them inside their bags. Willow said, "we are going on an adventure", whilst she was holding Eliz's hand and walking around. Nala said, "we are doing shopping" whilst she was holding Malaiyah's hand and walking together. The children then sat together as a group and discussed amongst each other what they had inside their bags.

Sophia, Vanessa, Cesar, and Siena showed interest in exploring the items which were set up on the table. Cesar and Sophia showed fascination over the coloured zips where they used their fine motor skills to pull the zip up and down. Vanessa and Siena showed interest in playing with the stainless-steel buckets where they both placed some items and were stirring the objects inside the buckets pretending to cook and creating sounds.



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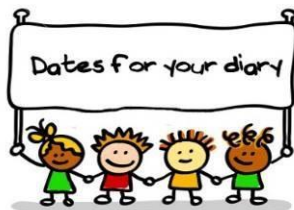
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Look out for updates and see some of the amazing pictures.

Look out for all updates



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: _____