



A very Happy Birthday to Boudicea



Roof Top Nursery

Staff Award Winners

On Friday 26th May we celebrated our annual staff award ceremony. At Rooftop Nursery we like to acknowledge and appreciate our staff team's hard work, commitment, and dedication. The award is based on votes from parents, staff, and volunteers. The staff award winners will be rewarded one week of paid holiday to take alongside the summer holiday during the month of August. We would like to thank everyone that took time to vote. The winners for 2023 are:

Our Staff Award winner at Brook site goes to Miss Peri Ozyasa!

Our Staff Award winner at Ottaway site goes to Mrs Laiqa Jon!

A special congratulations to Peri and Laiqa, the two staff award winners from each nursery! Peri is the Room Leader for Rainbow room at our Brook site and Laiqa is the Room Leader for Star room at our Ottaway site. They are both dedicated staff members who go the extra mile for all the children and deserve this special recognition.



Congratulations



Thank you to Hafiza for treating all the staff with a token of appreciation gifts as part of Staff award and taking the staff team out for a lovely meal after the ceremony, she really appreciates and values her staff team, We are gifted with an amazing and inspirational leader!



Meet the Rooftop Staff team from both nurseries!



Male Carer's Day: On Thursday 15^h June 8.30am -11 am- keep your morning free!

You are most welcome to attend this special occasion with your child and meet all the other dads, granddads, brothers, and uncles. Male Carers' Day is a great chance for male carers to come along to the nursery and spend quality time, participating in fun activities with your child/ren. There will be special gifts for all carers who attend, and food will be provided. **Timetable for the day:**

8.30 - 9.30 am - Indoor Activities

9.45 - 10.15 am: Activities and games for carers (obstacle course)

10:30 -11:00 am: Food/drinks and gifts



Our Graduation Ceremony for Rainbow room leavers

We are fast approaching our graduation ceremony for Rainbow room leavers. The children that will be graduating will have a special ceremony on **Wednesday 19th July 2023** which the parents of leavers will also be invited to attend. The ceremony will begin with a speech by Hafiza at 1 pm and finish at 1.30 pm. The parents of those that are leaving will be invited to attend this ceremony.

We will inform parents of further details soon.

The children are excited about graduation, they have already started making their graduation hats and have been practicing the graduation song. We will be providing a copy of the graduation song to Rainbow room parents, so please support the children to practice the song at home too! After the ceremony, the children will celebrate by having a group and individual photo shoot and a party.

We are looking for a volunteer to bake a graduation cake for this special occasion. Please get in touch if you would like to help us out.

Celebrating the Kings Coronation

In line with the Kings coronation the children had the opportunity to take part in a tea party, dress up, listen to a story called, "Where's Mr. King.", dance to some royal music and wear their beautifully decorated crowns. At Rooftop nursery it is our aim to promote **mutual respect** and **British values** as part of our curriculum, learning and development. Here are some pictures of the celebrations they took part in at nursery.



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**.
- 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	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>

Rainbow Room

Transition: We would like to welcome Siena, Cairo, and Eliz to Rainbow room, they have recently settled in after the holidays and have made great progress and bonded well with the children and practitioners in the room

Spring

The children took part in activities related to spring to learn more about the weather and the changes. They took part in activities such as planting, painting a blossom tree and reading stories about spring. The practitioners explained the cycle of a plant and what happens during spring such as flowers and leaves growing back on trees. The children were also able to observe this during outdoor play as we have two trees in our garden and they have also noticed some insects such as bees, ladybirds, and other bugs as part of spring.



Painting a blossom tree

Understanding of the World

Rainbow Room children took part in painting a blossom tree. The children who participated in this activity were Kymani, Leo, Safwan, Idris, Adam, and Rahil. The practitioner first spoke to the children about blossom trees and asked them if they had seen one. The children were not sure; therefore, the practitioner showed the children some images of a blossom tree. The practitioner spoke about the different colours of blossom trees and explained to the children that blossom trees come out during spring. When the practitioner showed the children pictures of blossom trees, she asked the children what colour they are. Kymani said "pink", and Idris said "white".

They were also asked if anyone had seen these trees outside. Mason, Safwan and Leo all shouted, "I did". Rahil said that he saw a blossom tree at the park, [talking about some of the things the children have observed](#).



The practitioner explained she saw one outside the nursery next to the school. The children were given a piece of paper each and picked up chopped broccoli, they dipped the broccoli into the paint and stamped it all over their paper. The reason why we used broccoli was that it gave a blossom effect on the paper as the children learned how to make different patterns by using other resources instead of paintbrushes giving the children the opportunity to [use 3D and 2D structures to explore materials and express ideas](#).

King's coronation

Decorating crowns

Understanding the world – People and communities



As the Kings Coronation approached the children created their individual crowns to wear as part of the celebration. The children were shown a picture of King Charles and his crown. The children learned that Charles became king after the death of Queen Elizabeth and spoke about the Royal family. They made their crowns using sequins, glitter, and tissue paper.



The children who took part in the activity were Idris, Chiara, Adam, Rebekah, Akeelah, Le'Ziah and Mason. Chiara said, "I am going to make a special crown for mummy" As soon as she picked up the stick to spread the glue on her crown, Chiara picked up a few sequins to sprinkle over her crown. Rebekah spent a while gluing her crown, she wasn't too sure whether she wanted to add her glitter first or sequins, so she picked up a few sequins of her choice and stuck them down on the crown.

The children enjoyed making their crowns and talking about the king and looking at the pictures of the Royal family. This enabled them [to show interest in different occupations and ways of life indoors and outdoors](#). The practitioner also read a story called 'Where's Mr. King'.



Our Kings Coronation tea party celebration

Mini beasts

Rainbow room children concentrated on mini beast activities as the children noticed different insects during outdoor play. The children have been fascinated with insects, especially caterpillars as we have two plants outside with caterpillars living in them. We extended the children's interest by providing the children with magnifying glasses and carrying out a mini beast hunt outside. The children have also shown a keen interest in snails as they come out after it rains, ladybugs and ants on the trees and bees. The children participated in different activities and started their first forest play session for the term.

Box of feelings

Personal social and emotional development

The children participated in a small group session of 'Box of Feelings' at the beginning of the week as some have come in emotional after the weekend. In this session, Safwan, Sariyah, Eliz, Kymani, and Siena took part and the practitioner concentrated on the emotion 'sad'.

Before the session, Chiara was sitting down with a cold compress on her knee and noticeably sad and the children were curious and asked, 'What happened?' The practitioner explained that Chiara hurt herself accidentally whilst playing and she is upset. Safwan was also upset when he was dropped off at nursery in the morning as he wanted his mummy and daddy. The practitioner supported him by letting him hold his family photo, which made him feel better and comforted. The practitioner placed some cards of sad faces in the middle of the table and passed a mirror around for the children to see a reflection of their facial expressions. The children were thereafter able to [express a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt, and self-doubt](#). The children were given some 'sad' masks to put on and have a look in the mirror. The practitioner chose a card, showed the children the picture, and asked the children to explain what was happening in the picture. The children replied, "Girl is crying she's sad". The practitioner read the story:

Macy is playing on the beach. She's building a sandcastle. Suddenly two boys are walking up to her. "Look, what a stupid castle!" they are yelling. "It does not even look like a castle!" They start jumping right on Macy's castle. They destroy it.

Here are some of the questions we asked following the picture card to get the children thinking and sharing their thoughts with others: How does Macy feel? How can you tell? Why does she feel this way? What will (might) happen next?

Painting bumble bees

Communication and language – Speaking.

The children took part in painting bumble bees. Idris, Kymani, Rahil, Mason, Neveah and Exauciane took part in this activity. The practitioner first spoke to the children about bees as she had props in the middle of the table and showed the children a toy bee. The children were asked some questions such as, 'What colour are bees?' Idris and Kymani replied,





“Yellow and black”. The practitioner then asked, ‘What do bees do?’ Naveah replied, “They fly”. They were then asked, ‘What else flies like bees?’ Idris replied, “Lady bugs”, and Kymani said, “Butterflies”. The practitioner praised the children and said that birds fly too.

The practitioner extended on the children’s knowledge, understanding and language further by showing them a jar of honey, linking this to what the bee’s do and explained that bees make honey. We discussed who likes honey between us and how they like to have it. After the discussion about bees, the children were given a

paper plate and a paintbrush to paint their bees. The practitioner modeled painting a bee, painting straight lines of yellow and black paint. The children tried to imitate, and some children were mixing the colours together. Idris said, “It’s dark yellow” and Kymani said the paint turned “grey” as they [observed the colours change](#).



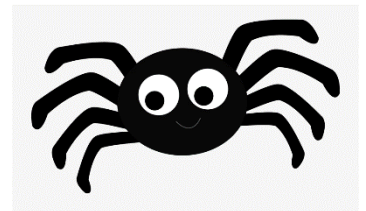
After the children had painted their bumble bees, some children wanted to taste the honey. Idris and Kymani liked the taste of the honey, Exauciane tasted it but didn’t like it. The rest of the children refused to taste it. When the practitioner asked the children ‘how does the honey taste?’ Kymani replied, sweet and Idris said it was sticky. The children have clearly [developed their own likes and dislikes in food and drink, willing to try new food textures and tastes](#).

Mini Beast continued:

The children continued with the minibeast theme as they continued to show interest in different insects during outdoor play. The children took part in making ladybirds, and spiders, colouring in butterflies and listening to the story of *The Very Hungry Caterpillar* and talked about the cycle of caterpillars turning into butterflies. The children have also visited our local library, explored different books, and brought some books back to the nursery to read.

Making Spiders - Mathematics

The children took part in making spiders using black play dough, googly eyes, and pipe wires. The practitioner first spoke to the children about spiders by showing them a pretend spider and talking about what spiders look like. We talked about the shape of the spider and counted how many legs it has. This activity supported the children's [mathematic development](#) as they were counting the legs of the spiders and comparing them to how many legs they have, and the children shouted out “two” when the practitioner asked how many the children have. Idris, Kymani, and Chiara said that the spider has more legs than them.



The children stood up and counted as they pretended to climb, Rebekah started to repeat after the French teacher and counted in French, she showed high interest during the French activity as she was focused. Kymani and Zeynep were taking big steps while pretending to climb as they learnt to count in French and are beginning **to say some counting words**.



Debbie also discussed the King's coronation, Leo said "I watched it at home". The children were shown a picture of the king and asked who it was, Rebekah and Nora said, "it's the king", they were then asked about what he was wearing, Idris, Rebekah and Nora said, "The crown". Pictures of the royal family were placed on the floor and the children were asked to close their eyes, Debbie took a picture away and hid it, when the children opened their eyes, they were asked which picture disappeared, Kymani noticed and said, "The crown is gone". They had another go at the game and this time Nora said "The king" while Leo said "The castle" was missing. The children were able **to use talk to**



organise, sequence, and clarify thinking, ideas, feelings and events.

Then we moved on to another game, the children were given different coloured materials to hold and dance with while the teacher was singing about colours in French. Nora said "blue" in French as she repeated after the French teacher, the children were given choices about which colour materials they would like to hold and **continued to use colour in their play** to extend their vocabulary.



They were instructed to wave their coloured materials up in the air, Rebekah, Idris, Kymani, Nora, Lamia and Mason understood the instruction and started to wave it up in the air, they were then asked to wave it down to the ground as low as possible and Idris, Kymani, Nora, Rebekah and Leo understood the instructions well. Kymani, Leo, Idris and Vanessa threw their materials up in the air and jumped to catch their materials while Siena dropped her material but did not give up, she was willing to try again and smiled and jumped up in the air and landed on both feet. During this activity the children were able to **use simple tools to effect changes to materials**. The children enjoyed taking part in the French session, they showed **high levels of interest and engagement throughout the session**.

Library trip

Literacy – Reading

Rainbow room children went on a trip to the library to explore different books and listen to stories that were being read by the librarian. The children who went to the library were Idris, Chiara, Safwan, Leo, Kymani, and Sariyah. They walked to the library and discussed what they have seen while walking there, Leo pointed to a dog and said, "that's a big dog". When Kymani and Chiara walked under the bridge, they heard the train passing above which made a loud sound and showed excitement, they pretended to be lions and were saying "roooarrrr" and listened to their voices echoing in the background.



Once the children arrived at the library, the practitioner asked them what the library rules were. Kymani replied, "We have to be quiet", Leo said, "We have to sit down" and Chiara said, "We have to choose a

book". The children were reminded to stay close to the adults, and when they need something, they were to ask for help. After going through the rules, the children explored the library and chose some books to read and looked at the pictures. It was Leo's first time going to the library, he went to four different bookshelves to look for the books of his interest. Once he found a book, he sat down and went through the pictures in the book, pointing to different things, he spotted a rabbit and said, "The rabbit is eating". This shows he **is beginning to be aware of the way stories are structured, and to tell own stories.**

Idris came up with a book and said, "I want to read it", he opened the book and went through the pages. Kymani picked up 3 different books and opened 2 of them at the same time to compare the difference between both books. After the children had a look at a few books, they sat down for a story session led by the Librarian. Safwan, Kymani and Sariyah listened to the story with **increasing attention and recall.** The children enjoyed the library trip, Chiara said "I want to look at more books" which shows she was very interest and eager to explore more. At the end of the library trip, the children borrowed some books from the library to bring to the Nursery. The children will continue to participate in the library trip **to support their reading, listening and attention skills.**



Forest Play

At Rooftop Nursery, we have resumed our amazing forest play sessions with the pre-school children after the Easter Holidays which has been very exciting. The Forest play session took place at Hackney Downs Park and the children were accompanied by the nursery manager Hafiza who is our Forest play Lead along with the pre-school children from our Ottaway site.



Forest play is an inspirational activity that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees and natural resources. Forest play is a specialised learning approach that sits within and compliments the wider context of outdoor and woodland education.



The children were excited to take part in their first forest play session this term. Idris, Kai'yrton, Aydin, Adam, Exauciane, Leo, Sariyah, and Mason took part. For some children such as Kai'yrton, Adam, Exauciane, Leo, and Mason it was their first forest play session. On our way to forest play, we sang some songs such as "The Wheels on the Bus", and the children observed their surroundings. Idris pointed at the bird when we were approaching the park while Leo pointed at the dog while walking past one. The practitioners also went through road safety with the children before crossing the roads. When crossing the traffic lights, the children were aware of red and green lights and took turns pressing the traffic light button.

Circle time

When we arrived at the park the children were free to walk to the designated area of forest play and as we got closer, the children were able to see their peers from the other site (Otto) and recognise the red tape that marked the boundaries of play. As we reached the red tape, Hafiza and all the other practitioners and children greeted us with a warm welcome.



Mud Painting

A few children took part in the mud painting activity: Leo, Kai'Yron, Aydin and Sariyah. They first went to the Hafiza to get some mud in their buckets by scooping the dried mud from the hole and pour a bit of their own water into their buckets and they were given their own paintbrushes. It was Leo's first time coming to forest play, he took his bucket to the log and started to paint on it with

the brush, Leo stated “I am painting a flower”, he spent a while painting until the mud in his bucket became dry, he then went back to Hafiza to collect some water in his bucket, he came back and carried on painting, Kai’Yron enjoyed painting the logs, he made sure to paint all the way around the logs as he was painting from different angles to cover the log in mud, Aydin was highly engrossed in the mud painting, he went back to Hafiza two times to get water in his bucket to carry on mud painting, Aydin was asked about what he was painting, he responded, “I am making a butterfly”. This activity enabled the children to begin to understand the effect their behaviour has on the environment.



Log climbing

Some of our children who took part in log climbing were Adam, Leo, Sariyah, Aydin and Mason. Sariyah was keen to climb on the log and walk on it while holding the practitioner’s hand after independently getting onto the lower part of the log, once she got to the top, she jumped off it. Adam had his turn next, he was quite shy at the start, however, he started to enjoy walking across the logs, when it came to jumping off, he was hesitant, so the practitioner took him down gently. Leo was not too confident at the start of the log climbing; however, he developed his confidence very quickly after a few goes and started to jump off the logs after climbing them and said to the practitioner “I want to do a big jump”. This log climbing activity supported the children with their physical development and built their confidence jumping off an object and landing appropriately using hands, arms and body to stabilise and balance.



Aydin jumped onto the lower part of the log and started to climb up using both his arms then stood onto it and asked for support, he walked across the log while holding the practitioner’s hand and then jumped off it, he then had a few more goes before moving onto the next activity. The children who were confident with the log climbing were Sariyah, Aydin and Leo, the rest of the children need more practice to become confident.

Mini Beast Hunt

The children took part in a minibeast hunt where they looked around with a checklist and a whiteboard marker to tick off what they found such as butterflies, worms, snails, ants, and the natural world such as flowers and logs. The children who took part in the activity were Leo, Aydin, Sariyah, and Kai’Yron. As Leo walked on the grass area, he pointed at the logs then he was shown a picture of the logs on his board, he then scribbled on the box to tick it off. Kai’Yron walked around with the practitioner and Sariyah, he spotted a butterfly with Sariyah, he was asked what colour it was and responded, “it’s white”, he then waved at the butterfly as it flew away. Aydin walked around the logs independently and said, “Where the worms”, he found a worm by the corner of the logs where it was wet and then was asked to tick it off his checklist.



Aydin was told that worms like soil and like to be in plants. The children enjoyed the activity as they like exploring and discovering different creatures. This was an exciting activity to take part in and the children were **curious and interested to explore new and familiar experiences in nature such as grass, mud, puddles, plants, animal life.**



Sunshine Room

Spring

Sunshine room children focused on Gardening/Spring as their next topic. We talked about plants, flowers, and trees and how they grow during this beautiful season. The children engaged in a range of different activities that involve using their hand-eye coordination and fine motor skills. They were able to take part in activities such as making a sun using paper plates, painting ladybirds, planting watercress, hunting for insects, and continuing to explore during free play.



Expressive arts and design/Creating with materials. **Making our sunshine with paper plates**

Sunshine room children painted a sun to support their **sensory experience of making marks with paint** on paper using yellow paint, a paper plate, and paintbrushes. They were shown all the resources being used for the activity and practiced words such as "yellow" paint, "brush" and "paper plate". The brushes were placed in the middle of the table so the children could get them independently.

Amaru enjoyed taking part in painting a sun, she held her paper plate using both hands at first and then attempted to hold the brush to spread the paint. Amaru also showed interest in holding her paintbrush independently and placed the brush in her mouth whilst exploring but with the practitioner's help, she was able to paint the sun on her paper plate.





Romy enjoyed painting the sun by using her grasping hand to hold the brush and her other hand to feel the paint at the same time. Cesar enjoyed the painting activity, the practitioner showed Cesar how to paint on his plate and he held the brush independently using his palmer grasp and painting on his paper plate. Orlando, Boudicea, Willow, Nala and Elyas all chose to paint their sun using their own technique, some of them made a range of marks on their paper plate, some of them painted their hands to explore and feel the texture and some of them managed to paint their entire plate yellow independently.

This activity supported sunshine room children to explore, enjoy, and respond well to colour in a variety of ways.

Spring continued

Understanding the world/ The world

Planting watercress

Sunshine Room children had fun taking part in planting as part of their next activity. The children planted watercress for the first time with the support of the practitioner.

On a large and long tray, the practitioner added the watercress seeds, pots, cottonwool, and some water for the children to get started with the activity. They were shown how much cottonwool to add to their little pots, then water followed by the seeds. Willow, Nala, Amaru, Cesar, Orlando, Boudicea, and Romy all had a turn independently taking their own cotton wool onto their pots. They were encouraged to use their hands to count the cotton wool to support [their understanding of numbers](#). Nala, Willow, and Boudicea did really well trying to count by babbling along as the practitioner counted.

They were supported to pour the water into their own little pots with their cotton wool using their [fine motor skills](#) to further support their physical development. All the children did well hold the water jug with the guidance of the practitioner. Following this, the children were given a few watercress seeds in the palm of their hand which they sprinkled inside their individual pots independently. This activity enabled the children to [develop an understanding of growth, decay and changes over time](#).

All the children managed to achieve this task using [their fine motor skills](#) and with a great understanding of following instructions and starting to have a better understanding of [how things](#)



are used in different ways, such as water, seeds, and cotton wool. This activity supported children with creating with materials, understanding the world, and physical development.

The practitioner will build on the children's learning by showing them the watercress after a few days to monitor how much it has grown and visually observe the changes and outcome.

Physical development/Moving and handling. Hunting for insects

Sunshine Room children had a great time taking part in their mini beast hunt indoors with a special touch as they were provided with shredded paper with insects hidden inside which was set up on a long tray. Boudicea, Nala, Cesar, and Romy took turns to find mini beasts under the shredded paper. Boudicea was happily engaged in the activity, she used both her hands to look through the shredded paper, Boudicea pulled out a spider, she was showing it to her peer, using her fine motor skills



to transfer paper from the tray onto herself, she kept on repeating the word, "wow". Nala used her hand-eye coordination to pull out the grasshopper, she then took another insect, and this time it was a spider, she was happy to play with both insects she found, she then decided to put both insects on the table and covered them with the shredded paper using her both hands. Romy, with encouragement, sifted through the shredded paper, she found a spider, she held it for a few seconds, and then she threw it onto the floor, as she only enjoyed playing with the few strings of paper and did not want to have another attempt in looking for another insect. Cesar was happily watching his peers play with the shredded paper, the practitioner showed him an insect, but he was not interested. The children have been [curious and interested to explore new and familiar experiences in nature such as animal life](#).

This activity provided them with the opportunity to [enjoy different sensory experiences](#). It encouraged their sense of touch by feeling the texture of the paper, enhances their auditory development through the sound the paper makes once grasped in their palms, and their visual senses are fostered through viewing different colours, shapes, objects, and forms.

Communication and Language/ Understanding

Coloring British Flags

As it was the king's coronation over the bank holiday weekend, the children took part in drawing and colouring a British flag.

The children were given individual paper and some blue and red coloured crayons. We placed some flags in the middle of the table for the children to see and explore as a visual and form an idea of what the British flag looks like. The children took a crayon of their own choice and used it to make marks on their paper using their own imagination to colour a British flag. The practitioner also modelled her own drawing, and the children observed the practitioner and imitated the same on their individual work of art.



Cesar, Willow, Nala, and Orlando were trying to draw on their paper using two crayons at once and Cesar was stamping the crayons onto the paper. After the children drew their flags, the practitioner read the children a book called 'Where's Mr. King?' which contained flaps and a mirror.

The children enjoyed the story as it was a sensory book and towards the end, it contained a mirror where the children were able to see themselves. This activity supported the children with their [understanding of single words as they repeated the words in the story to build on their vocabulary.](#)



Minibeast/sensory play



Sunshine Room children had the opportunity to explore minibeast and sensory activities as their next theme as we spend more time outdoors and explore a range of minibeasts in the world around them. The children showed interest in sensory play during the previous week, therefore the practitioner extended the children's interest and incorporate it into their theme, providing them with a range of textured play as part of their daily activity. This included butterflies, ladybirds, spiders, flies, grasshoppers, and dragonflies to support their understanding of the world.



The children did activities that involve using their [hand-eye coordination as well as their fine motor skills and exploring different textures.](#) For example, they were given boiled pasta with insects, made their own ladybug with a paper plate, water play with different bugs, play dough, parachute game, and free play. The children also took part in a 'What's in the bag' and 'box of feelings' to support their emotions.

Communication and Language/ Speaking Boiled spaghetti play with insects

Willow, Nala, Orlando, Boudicea, and Amaru enjoyed playing with boiled pasta and insects as part of one of their activities. The practitioner added boiled tagliatelle and insects for the children to explore in a large tray. In the beginning, Orlando didn't show interest in playing and exploring until the practitioner hid one of the insects under the pasta, he then used his right hand to find the insect from under the pasta. Amaru enjoyed exploring the boiled pasta and she attempted to taste it as her way of exploring.



Boudicea enjoyed playing and exploring by holding the pasta with both hands and squeezing it hard and used the word "wow" when the practitioner used the same word as a form of expression.

The children showed interest in repeating **single words** after the practitioner during the activity, **building on their vocabulary and learning new words**.

Willow enjoyed using both hands to play with the pasta by squeezing it and playing with the ant. Nala gathered some on one side of the tray and placed the insects under the pasta. Cesar played with the for a few minutes and then he decided to spend time in the book corner and explore some books. Elyas and Romy also took part, they both enjoyed tasting the pasta whilst exploring and moved it around with their hands. Elyas was engaged in the activity for a long period of time and Romy spent a short time at the activity before finding something else to explore.

Making yellow playdough

Sunshine room children took part in making their own playdough for their morning activity as part of their minibeast theme, we used yellow to reflect a bumble bee and support their learning to identify and name one colour at a time.

Through this activity, the children were able to **develop their fine motor skills**, creativity, vocabulary, literacy, and numeracy, and were also motivated to explore sensory qualities. They were provided with individual bowls and spoons to use. Cesar, Nala, and Elyas took turns one by one with their spoon to scoop the flour, yellow paint, oil, and water into their bowls. Cesar scooped the ingredients with his right hand, he enjoyed making marks with the flour using a spoon. Nala and Elyas also took some flour using their right hand using their fine motor skills. Cesar, Nala, and Elyas added salt, oil, water, and yellow-coloured powder paint. They used their fine motor skills to mix the ingredients and mould their yellow playdough. Nala rolled the dough while saying "Roll, roll". Cesar also repeated "Roll, roll", and Romy joined in with the activity later but was not so keen on the texture of the playdough, she rolled the dough just once, and then removed her hands and chose to observe her peers as they continued to play.



Exploring minibeast continued

Sunshine Room children focused on minibeast sensory play as a theme for the week. Sunshine room children enjoyed having sensory play during free play, therefore the practitioner decided to combine the minibeast and sensory play as part of their daily activity to support their **understanding of the world** with different experiences of sensory play. The children were provided with different activities that involve using their **hand-eye coordination as well as their fine motor skills and exploring different textures**. For example, they had the opportunity to explore boiled pasta play, water play with different insects, made brown play dough and explore cornstarch with insects inside. The children were also able to take part in a 'What's in the bag' where they can learn about different objects which will help them to communicate and learn new words.



Corn starch play with butterflies

Expressive arts and design – Creating with materials.

Another wonderful activity the children took part in was exploring cornstarch with some butterflies. The practitioner provided the children with corn starch, butterflies, water, food colouring and wooden spoons. The practitioner demonstrated to the children how the butterfly would move and fly by moving the wings up and down, the children were then encouraged to wave their arms like a butterfly.

Cesar, Willow, Nala and Boudicea were able to copy the practitioner and pretended to fly by moving their arms like butterflies. Romy moved her arms like a butterfly with some encouragement but was more interested in the corn starch that was on the table. Romy, Nala, Boudicea, Cesar and Willow enjoyed taking part in the activity by helping the practitioner pour water into the cornstarch. The children enjoyed playing with the cornstarch as they explored the dry and wet texture whilst using their hands and [making marks on the tray with their fingers](#).

The children continued to [explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression](#), they had fun splashing their hands into the wet mixture and used their wooden spoons to combine the ingredients. Romy used her left hand to play with corn starch and attempted to mix it around with her spoon. Boudicea enjoyed the messy play, she used both her hands to explore and feel the texture and enjoyed getting her hands messy, she also used her fingers to create lines and marks in the corn starch. Boudicea also held the butterfly and looked at it curiously. Willow explored the cornstarch by using her wooden spoon and swirled her fingers in the tray [to create different marks](#). Nala also enjoyed getting her hands messy and she enjoyed mixing the food colour with the spoon and feeling the cornstarch with her both hands.



Water play with spiders

Communication and language - Understanding

Sunshine Room children took part in exploring mini beasts in blue water as another activity. Before the children started playing with the mini beasts in water they were encouraged and supported to put on their aprons. The practitioner poured some water in the tuff spot and added some blue food coloring. The children were also given the opportunity to pour some of the water into the water tray with support. We added some mini beasts for the children to play with. Cesar, Romy, Willow, Orlando, Amaru, Elyas and Boudicea enjoyed playing with the blue water, splashing their hands inside and exploring the different minibeasts.

The children took turns to explore the minibeast and their features, some were big, and some were small, they were also encouraged to count the spider's legs. They splashed their hands inside the



water and moved the minibeasts around from left to right. The children created sound effects and movements during this activity as they explored.

Bonus sessions

Tiny Mites

Sunshine room children took part in their first session of Tiny Mites this term, they were very excited to see Janine and explore all the amazing props she had brought along with her in her bag.



Cesar, Willow, Romy, Orlando, Nala, Boudicea, Siena, Cairo and Eliz engaged in singing different songs and dancing together with the practitioner and Janine. Willow became a bit upset as she was not familiar with Janine, and she wanted to stay close to her key person for the first part of the session. After some time, she was able to

explore confidently when she felt secure in the presence of a familiar adult. The children listened to and attempted to sing a range of familiar songs, Janine provided each of them with a plate for one of the songs and they pretended they were driving a car and pressed on the middle of the plate whilst pretending it was a horn. The children enjoyed

pretending that one object represents another, especially when objects have characteristics in common. The children also said “hello” to all the Tiny Mites puppets as Janine pulled each one out. Sunshine room children enjoyed counting and singing songs together with Janine and making a few animal sounds as they explored a different animal.



To end the session Janine took out her bubble machine and sang the goodbye song, the children enjoyed popping the bubbles and tried to catch them.

Yoga sessions

The children took part in bonus activities such as yoga to support their physical strength as they learn a range of simple yoga poses and stretches such as tree pose.



Cairo, Orlando, Willow, Nala, Cesar, and Romy had fun taking part in their yoga session. First, the practitioner asked the children to lay on the large mat and they were encouraged to take a deep breath while they looked at their stomachs going up and down. Orlando, Nala, Willow, Cesar, Romy and Cairo did really well laying on their back while looking at the colorful lights on the ceiling and also listened to the relaxing yoga music which was played in the background to support the children to take time to reflect and be present in the moment.



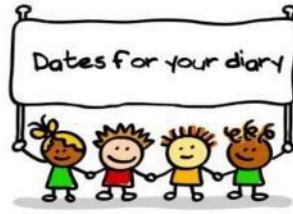
They moved onto different positions, confidently imitating the practitioner. The practitioner stretched her hands up and they were able to do follow this simple instruction, they also did the tree pose. Overall, the children did well and were able to relax and stretch and challenge their physical abilities and skills by following instructions. This session enabled the children to experiment with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration.



A promotional graphic for Roof top nursery. At the top, the logo 'Roof top nursery' is displayed with a colorful bunting banner above it. Below the logo, several hands are shown reaching towards the center, with the text 'YOUR NURSERY' overlaid. The bottom section features three circular images: 'BABY ROOM' showing a baby and a toddler, 'TODDLER ROOM' showing two children playing, and 'HEALTHY MEALS' showing a plate of food. At the bottom, contact information is provided: phone numbers 0208 986 2006 and 07930 380443, email info@rooftop-nursery.com, website www.rooftop-nursery.com, and the Instagram handle @roof.topnursery.

Did you know we're on Instagram
Please follow us on Instagram and recommend us to your friends and family
roof.topnursery
Look out for updates and see some of the amazing pictures.
Look out for all updates

Instagram



Open Father's Day - Male carer's day

Thursday 15th June (8.30 – 11:00 am)

27- month health check

Thursday 22nd June

Parents afternoon

Friday 23rd June

(9 am to 11 am, 2 pm to 2:30 – 5:30 pm)

Photoshoot

Tuesday 4th July (9 am – 1:30 pm)

Eid Holiday

Around 28th or 29th June (To be confirmed)

Graduation Party

Weds 19th July (2 pm to 2:30 pm ceremony)

Annual Summer Trip

Friday 21st July

Last day of nursery for term time children - Friday 21st July

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

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: _____