



Pumpkin Party

In celebration of Halloween, we hosted "Pumpkin week" where the children were provided with a range of resources such as exploring pumpkins, LED candles, spiders, spider webs, broomsticks, and a variety of costumes to dress up in. Some of the children were able to remember and talk about significant events in their own experience as they related to Halloween parties they were going to attend.

We also had a pumpkin party to celebrate the theme of the week, the children and practitioners decorated the party table beautifully and we also celebrated Bobby's birthday during our Pumpkin party, the children all joined in with singing happy birthday to Bobby and wore party hats once they were sat at the table. Some of the children also showed interest in trying on some animal masks and choosing an outfit of their choice.

A very Happy Birthday to Bobby!



Bobby, Eli, Cairo, Nala, Siena, Alice, Amaru, and Malaiyah all participated in this party and after enjoying some yummy snacks the children took part in dancing and did actions to the "Halloween stomp" song and took part in musical bumps where they had to listen carefully and follow the rules of the game.



Sparkler Display

In the run up to bonfire night, at Rooftop nursery we prepared a fun filled afternoon for the children as they gathered in the garden to watch our sparkler display.

The practitioner spoke to all children about how to safely take part by going over a few rules such as not standing up and sitting afar in a safe spot and the dangers of touching the sparkler.

The children sat nicely and followed the given instructions whilst they watched the display. The children were in awe as they watched the different colours sparkle and light up.



Upcoming parent's afternoon

We have our upcoming parent's afternoon approaching during November and December 2023. Please call the office, email or speak to a member of staff to book your slot. This will be a good opportunity to discuss your child's progress and meet your child's key person.

Thank you for your cooperation.



End of year party reminder

We would like to remind all parents of our upcoming end of year party which we be taking place on Monday 18th December 2023 between 3 pm – 5 pm

All children our welcome to join the party **with an accompanying adult**, there will be plenty of food, snacks, games and presents for the children.

We will also have a party food list available where parents can contribute to the party – Please see your child's key person for further information.

This month's policy

Online Safety procedure

At Rooftop Nursery we like to ensure that children over the age of 3 years are safe from accessing anything online without adult supervision. At the same time moving with the digital decade, we like to ensure that all children have access to ICT to support their learning and help them prepare for their school life, where they will be expected to do research and learn off white boards at school.

Here are some of the ways we promote online safety;

- Having parent control installed on all our computers and iPad that children can access.
- We supervise children while they are using the computers in Rainbow room.
- We have set a 5-minute time limit for every child to be able to use the computer during each session. i.e.; - 5 minutes in the morning, 5 minutes in the afternoon and 5 minutes in the evening.
- A manual log is kept of every child that has used a computer throughout the day to monitor and support children.
- The manual log is also an opportunity to identify any children who may not be using technology and for the practitioner to support these children to do so.
- Internet is blocked on each iPad to ensure the safety of children and practitioners with exception to Tapestry.
- Only educational software has been installed on the children's computers that support their learning further under the areas of learning for EYFS i.e. maths program where the children can click on shapes and learn and move them where they belong, learn colors and number through the literacy games installed.
- Software currently installed; Magic desktop – this is an educational software.
- Children are not allowed to use the computer to watch any videos, cartoon without an adult. (Which may be an exception in some the case during very rainy weather)
- Staff to discuss and explain to children about online safety and that if anything pops on to the computer to always ask a grown-up to help.
- Please look at the video with children and discuss and explain online safety further.
- Staff to openly discuss online safety with parents to ensure they are considering safety while at home. (Please give parents our online safety guidelines for parents)
- Any online video that practitioners may show children to extend their learning and understanding can only be shown by the practitioner. Children are not allowed to use the internet to do independent browsing at any times.

Online parentals advise:

- At home parents advise to limit screen time and to have a parental control on each electronic device.
- Allowing a maximum of **30 minutes** total per day of educational and age-appropriate screen time (television, video, and DVD).
- Allowing no more than 15 minutes of educational computer time per day.
- Not allowing any screen time during meals and snacks.
- Having zero screen time (TV, video, and computer) for children under the age of two.

https://www.youtube.com/watch?v=d5kW4pl_VQw = online safety link for children for parents to watch with child

A reminder of the Bonus programs offered at Rooftop Nursery

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

Henry: Healthy Start, Brighter Future

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

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

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

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

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

Parent Notices

- Please call the office by 9.30 am or 1:30 p.m. to inform us of any absences or late arrivals.
- No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- Please return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, and hats.
- Please store buggies in an orderly fashion, do not obstruct the pathways.
- **Please support us by folding your buggies & leaving space for others in the buggy storage.**
- Please ensure your child does not bring toys to the nursery, we will not be responsible for any toys that are lost.
- Please ensure your child does not bring coins/money into the nursery in their pockets.
- Please provide extra clothes and nappies for your child's sessions throughout the week
- Please ensure your children are dressed according to the weather conditions, wrap them up warm.
- Please ensure you collect your child on time to avoid our late payment fine.
- **Parent e-mails:** We send out e-mails regularly to parents to notify everyone of events and updates.
- If you have not been receiving any emails, then please get in touch. Email: office@rooftop-nursery.com
- **Tapestry:** If you need support accessing Tapestry, please contact admin on office@rooftop-nursery.com

All parents should have access to Tapestry to check your child's observations. If you have trouble logging in or do not have an account, please inform the office.

Sunshine Room

Harvest Festival

Sunshine Room children focused on harvest as a topic. The Harvest Festival is a time of year when people come together to celebrate the end of the growing season and give thanks for the food they have, this was also a great opportunity to teach the children regarding the importance of being thankful and grateful for the food we have, and to help them understand where their food comes from. The children explored harvest through a range of activities such as exploring a variety of vegetables, using their senses such as smelling, tasting, and touching vegetables and talking about each vegetable colours and listening to a story of how vegetables grow.



What's in the bag (vegetable)

Communication and language

Sunshine room children participated in a What's in the bag activity. Cesar, Amaru, Malaiyah, Elyas, Galad and Zenaiya sat down in a circle waiting for the practitioner to begin the activity. Instead of using a bag, we used a basket that contained a variety of vegetables and also read a book about vegetables.



This activity was carried out to support the children's speech and develop their language by repeating the names after the practitioner and learning new words. They also explored different colours, textures and smells whilst using their senses to have a better understanding and make links to each vegetable. During this activity, the children explored potatoes, onions, carrots, pumpkins, and squash. The staff repeated the names of each item to the children so they could build on their understanding and were encouraged to repeat the name of the vegetables. Some children attempted to repeat the words or create sounds as part of forming their speech. During this activity the children attempted to frequently imitate words and sounds after the practitioner.

All the children had a turn to select an item from the basket, Cesar was the first one to have a turn, he picked out a carrot from the basket and the practitioner encouraged Cesar to feel the texture of the carrot, the children listened attentively as the practitioner spoke about how carrots grow from the ground and need to be planted and are also healthy to eat.

The children concentrated intently on an object or activity of their own choosing for short periods. Amaru selected an item from the basket, and she picked out a potato, most of the children also selected potatoes. The practitioner encouraged the children to take turns and pass each vegetable around to explore using their senses.

Overall, all the children enjoyed this activity and formed a better understanding of different vegetables, textures, colours and smells.

Sensory Bean play

Physical development – Moving and handling.



As part of our Harvest theme, Sunshine room children had fun exploring some rice, kidney beans and lentils for one of their sensory activities.

The practitioner prepared a large tray with the ingredients they were going to use and gathered the children around the table, some of the older children chose to stand up and explore and the babies sat down during the activity.

Galad, Elyas, Malaiya and Salma all took part in this activity, they were eager to start exploring using their hands and fingers. Galad did well exploring and using his fine motor skills to explore the textures. Salma was trying to put the beans in her mouth, while Elyas, Galad and Cesar were more interested in making marks with the beans and lentils in the sensory bin, The children also **manipulated objects using hands singly and together, such as squeezing.**

The practitioner encouraged the children to repeat the words of the ingredients that the practitioner was using, and Cesar did well to repeat some **single words.**



Diwali/Physical activities

As part of another theme, Sunshine Room children had the opportunity to take part in celebrating Diwali by creating some decorative craft, dressing up and listening to some cultural music. Diwali is a Hindu festival that is celebrated at large across many countries and is the festival of light. The children were provided with a variety of activities that are related to the theme such as learning about fireworks, making Diwali candles (Diya's) and a colorful, decorative paperchain.



Sunshine room children also took part in some physical activities to develop on their physical strength and skills as they have been showing interest in climbing and are actively involved in physical activities. They were also provided with physical play such as knocking the tin, soft play, parachute games and obstacle course. They absolutely loved their activities and at the same time, they were able to further develop their understanding on the topic as well as hone their physical skills.

Making a Diwali paperchain decoration

Expressive arts and design/ Creating with materials.

Sunshine room children had fun exploring and creating with materials as part of their daily activity, for this session, the children made some Diwali decorations.



The children used coloured card, glue stick, PVA glue and arts and craft materials for sticking to make their decorations.

The children were provided with some coloured card and were given a choice of which colour they would like to use. The practitioner then gave each child a glue spreader and demonstrated how they can dip the glue stick into the PVA glue and spread it on their coloured card.



Romy, Cesar, Galad, Malaiyah, Elyas and Amaru all took part in this activity and did really well as

some of the children attempted to do each step independently. Once they had finished spreading the glue, they were provided with some shiny paper to stick onto their card, The children used the pincer grasp to pick up each piece of decorative craft and place it where they wished to. Romy was fascinated with the shiny texture of the material; Cesar was proud of how he had accomplished something and was happy with the result as was his peers.

The children enjoyed their arts and craft activity and had the opportunity to build on their hand and eye coordination during this activity.

Knock the tins!

Physical development /Moving and handling.

Sunshine room children had fun taking part in a physical activity where we carried out knock-the-tins to develop their hand and eye coordination.



As the children have been interested in physical play indoors and outdoors, the practitioner planned activities to develop their physical skills and work on their gross motor skills.

On a small table, the practitioner positioned the tins and one by one the children were encouraged to knock the tins using a small soft ball. At first, Elyas was unsure that he needed to throw the ball to knock the tins but when the practitioner demonstrated this to him by holding his hand, he was able to knock a few tins. Cesar, Malaiya and Galad did well as they were able to use their dominant hand to throw the ball towards the tins. Sophia wasn't interested in taking part, but she enjoyed watching her peers taking part.

The children maintained a good level of focus and attention and waited eagerly for their turn while taking part. They also demonstrated a good level of hand coordination as they used their gross motor skills to knock the tins.



Children in need

As part of our weekly theme, the children were able to focus on "Children in Need" to form a better understanding of the world and their surroundings.



The children had the opportunity to take part in different activities that related to the theme such as learning about Pudsey bear and what he represents, painting a Pudsey bear, making Pudsey bear ears, decorating bracelets, having a disco party for charity, and taking part in Pyjama Day. The children also had the opportunity to continue with their messy play explore the texture and their smell and describe what they are feeling.



Painting a Pudsey bear

Cesar, Romy, Elyas, Malaiya, Galad and Sophia enjoyed taking part in painting Pudsey bears. They looked at a picture of Pudsey bear that is used as a symbol for children in need and raise awareness for those children that are less fortunate. The practitioner provided the children with brown and yellow paint, paint brushes, individual paper plates and a teddy bear as a visual so that children could talk about the bear, what he looks like and make a link between what they painted. They each had a turn to hold the teddy and feel its texture with their hands. All the children took turns to cuddle the teddy bear and the practitioner spoke about its texture, describing it as “fluffy” and “soft” and encouraged the children to **repeat and form single words**.



Romy, Malaiya and Elyas chose yellow paint to paint their teddy bear. Cesar, Galad and Romy used the brown paint. Romy, Malaiyah and Elyas were able to use their left grasping hand to hold the brush and paint the teddy bear and they were able to

dip the brush in yellow paint independently to make marks. The children are showing that they are **beginning to make connections between their movement and the marks they make**.

Cesar and Galad maintained good hand and eye coordination whilst spreading the paint on the plate by using both colours, Galad was fascinated with the colours as he kept using his hands to feel the texture of the paint. Sophia was happy with her work and wanted the practitioner to take a picture. Overall, the children enjoyed their painting session.

Making Pudsey bear ears

Sunshine room children participated in an arts and crafts activity and took part in making Pudsey bear ears. Once all the children were ready to start the activity, the practitioner showed the children a picture of Pudsey bear and pointed at the ears, so they had an idea of what they were going to be creating. The children were also asked a simple question to see if they could point at their ears and show the practitioner.

Once all the children had a good look at the bear, they were given individual yellow card. The children were given a glue stick each and two pots of glue to share. Cesar independently picked up the glue stick with his right hand and began dipping it in the glue and then he started spreading it on his yellow



paper. Amaru, Romy, Galad, Sophia and Malaiyah required help to spread the glue around the yellow paper. Elyas spread the glue by himself as he is beginning to show more independence which shows the children are **growing self-confidence through playing freely and with involvement**.

Once all the children had spread the glue the practitioners provided some feathers, and pom poms to decorate. The children were able to decorate their work and created beautiful Pudsey bear ears for their disco party.

Making Yellow Playdough

Sunshine room children took part in make yellow play dough as part of their weekly theme and the focus colour of the week was also **yellow**, as the children have been **learning and exploring “children in need”**. The children had the opportunity to make their play dough from scratch with the support of the practitioner.

The practitioner showed the children the ingredients they needed; flour, oil, yellow paint, water, and salt and provided individual bowls for each child.

Romy, Galad, Cesar, Sophia, Amaru and Malaiyah did well in scooping their own ingredients into their individual bowls without the support of the practitioner. Amaru, Galad and Sophia required some support from the practitioner as they found it hard to hold the spoon properly. The practitioner encouraged the children to repeat the names of the ingredients while they added them to their small bowl. After adding all the ingredients, the children did well to mix it together. Galad and Amaru decided to use their hands to mix the dough, while Cesar, Romy, Malaiyah and Sophia used the spoon to mix.

The practitioner then added all the children’s dough into one big bowl and kneaded the dough together to form a big dough and divided it among all the children. The children used their imagination to create different items using their dough such as biscuits, pancakes, shapes or a ball. The children showed interest in making their play dough, they explored the different textures and smells, and they rolled, patted, poked and squeezed the dough during the activity.



Bonus sessions

Yoga

Physical development

Sunshine room children took part in yoga by doing different movements and poses. The children sat down in a circle whilst the practitioners put calming music on to set the tone. To begin with they did some simple stretches before they moved on to their focus pose which was the **Flamingo pose**.



To build on using their senses the children were provided with small scent bags, where they smelled some orange peel to get them in touch with their senses, relax and [to explore objects](#).

Yoga is a good way to relax and calm the children, this activity benefits the children by encouraging them to stretch their muscles. The practitioner gave every child a pillow so the children could rest comfortably on the floor. Cesar, Galad, Zenaiya, Elyas, Malaiyah, and Salma were able to [follow simple instructions](#) when they were asked to lay down on their pillow for five minutes.



The practitioner also sang '*Head, shoulders, knees and toes*' calmly so the children could enjoy stretching and forming different movements. Galad and Malaiyah were able to touch their head with both of their hands. Malaiyah was able to copy the practitioner to touch her toes as well. Elyas and Cesar were stretching their arms and tried to copy the practitioner.

Tiny Mites

Communication and language - Listening and attention.

Cesar, Malaiya, Galad, Elyas, Salma and Sophia enjoyed taking part in a Tiny Mite's session by singing different songs and making different movements while singing the rhymes.

The children said hello to all the Tiny Mites puppets and were encouraged to count bees during one of the songs, as the bees were flying one by one onto the children's hands.

The children also enjoyed taking part in singing a song about driving a car using a plate as one of the props, they pretended they were using a steering wheel and pressed the horn in the middle of the plate as the music teacher demonstrated this to them which shows the children were able to [follow simple instructions](#).

During another song, the children enjoyed singing spider rhymes by counting the legs of the spider and touching the spider with their hands as they felt the texture and use their senses. The children were able to [create rhythmic sounds and movements](#) as they repeated after the music teacher.



Towards the end of the session, the music teacher used her bubble machine to get the children up and running, the children each attempted to pop and catch the bubbles in the palm of their hands. We ended the session by singing the goodbye song using shakers and waving bye-bye to the music teacher.

Rainbow Room

Pumpkin week

During the term time holiday, a few children that attended throughout the week took part in our pumpkin themed activities. We focused on sensory activities such as carving pumpkins and the children used their senses to explore textures such as coloured spaghetti play and jelly play. The practitioner decorated the room and provided various items such as spiders, spider webs, and a few child-friendly costumes such as witches hat, and a broomstick. During free play, the children enjoyed playing, dressing up and taking part in role-play.



Carving a pumpkin

Mathematics

The children took part in exploring a pumpkin and Nala, Eliz, Willow, Alice, Siena and Bobby participated. The practitioner showed the pumpkin to the children as she held it up and asked the children if they thought the pumpkin was heavy or light getting them to think and **explore differences in size, length, weight, and capacity**. The practitioner also asked the children some questions such as what shape is the pumpkin and what colour it is, the children replied, "orange".



The children estimated as they answered some of the questions that were asked. The practitioner also asked the children if they knew where pumpkins grow such as in the ground or on trees. The children then took part in exploring inside the pumpkin as they were all given a spoon to scoop the inside as the practitioner cut the top bit off. The children were exploring what was inside such as seeds and also smelled the pumpkin. The practitioner passed the pumpkin around as they were given a spoon each and took part in scooping inside the pumpkin, building on their muscle strength. The children enjoyed playing and exploring the inside of the pumpkin, feeling it with their hands and describing the texture as slimy, sticky, and soft. The children also enjoyed playing and counting with the practitioner how many seeds came out from inside the pumpkin.

Language session

Communication and language – Listening and attention.

The children from Sunshine and Rainbow room took part in a short session of 'What's in the Bag' where the practitioner placed some items/objects relating to the theme 'pumpkin week' and 'Halloween'. The items in the bag included pumpkins, insects, spider webs, skeletons, ornaments such as candles and other decorations.

The children sat on the carpet waiting for their turn as they were able to **pay attention and maintain their focus for a period of time and not become easily distracted**. Eli was the first to pick an item from the bag, and he chose a pumpkin with a design on it. When the practitioner asked Eli what he thought it was, Eli said, 'Ball.' Next, Nala had a turn, and she also picked a small pumpkin, one that had 'boo' written on it. When Siena saw what Nala had, Siena said, 'white pumpkin.' Eliz pulled out an orange pumpkin, she looked at the pumpkin, twisting and turning it to see it from all angles. Alice took out a fly and explored the fly's wings using her fine motor skills.



Willow pulled out a candle and said, 'Candle.' Siena pulled out a large spider from the bag. The practitioner asked the children how many legs the spider had and began counting them one by one. Overall, the children enjoyed exploring different items from inside the bag and this activity supports the children to **learn, explore, and expand on their vocabulary**.

Harvest

The children took part in activities based on harvest which is a celebration of food growing during the season of Autumn. The food is gathered and shared with others who are not as fortunate as others, and people mainly bring food from home to schools and churches to be donated to the poor. The children learned about where food comes from and why the harvest season is so special. This was a great opportunity for the children to learn about the different species of plants and how food grow. The children also learned about the different seasons, weather, and the effects they have on plants. The children took part in activities such as making bread, making scarecrows, painting tractors, learning about what farmers do and farm animals.



The children also explored a variety of fruits and vegetables during free play as we placed some real vegetables in the children's home corner area to play and explore during play where they had an opportunity to touch, feel, and learn about different foods that are grown and harvested.

Making a Scarecrow

Understanding the world: The world

The children took part in making scarecrows in two different groups. The first group included Willow, Idris B, Omari, Leo, Nala, Siena, and Alice. The second group included Mason, Idris M, Bobby, and Eliz. The children gathered around a table where the practitioner placed various props related to the harvest season, such as mini pumpkins, carrots, onions, potatoes, a tractor, and more. Before they began, the practitioner showed the children pictures of scarecrows to familiarise them with what a scarecrow is and how it looks. The practitioner also engaged the children in a discussion to explain the purpose of scarecrows and **talk about some of the things they have observed such as animals, plants, natural and found objects**.



Each child was given a paper plate and a glue stick. They were encouraged to patiently wait their turn as the glue pots passed around. Most children were independent in spreading glue on their paper plates independently, but some required a bit of encouragement. Bobby, Siena, and Nala showed an interest in spreading glue on their hands instead of on paper, as these children are highly interested in messy play.



After applying glue, the children were provided with googly eyes and a beak to create the scarecrow's face, some children were quite skilled at placing the features in the correct positions. To finish off their scarecrows, the children attached hay as hair.

This activity not only nurtured their creativity but also helped them understand how scarecrows protect the crops on a farm. When the children finished their craft work, they went into the room and learned a scarecrow song and took part in following the actions led by the practitioner as the song was playing on the speaker. The children really enjoyed the scarecrow song and was asking it to be played throughout the day.



Making a Tractor

Expressive arts and design - Creating with materials

The children took part in painting a tractor as they were all gathered around the table, wearing an apron ready to paint. The practitioner provided the children a large piece of paper with rollers and asked the children what colour paint they would like to paint their tractor and most children replied "green". Before painting, the practitioner showed the children a model of a tractor and talked about what it does, where to find tractors, how many wheels it has, and how big the wheels are. Nala, Eliz, Siena, Cairo, Idris, Zeynep, Leo, and Willow were all engaged in this painting activity. Some children were given paint brushes and some children had rollers which contained different patterns. The children enjoyed rolling their rollers forming different marks on the paper. Cairo held his paintbrush in his right hand and painted from left to right. Eliz was swirling her brush around the paper. Siena used her left hand to paint from left to right, dipping her brush into green paint several times. Nala held her brush in her right hand and made circles.



Willow used both hands to paint, with her right hand on top and her left hand in the middle and even painted her own hands after finishing her big tractor and showed it to the practitioner with pride. Leo used



the dark green paint, holding his brush in his right hand very carefully and accurately. Zeynep decided to use both dark and light green paint, repeating the process a few times. Idris used his hand-eye coordination to paint carefully. At one point, the paint palette was far away, so he stood up and brought it closer to continue painting. Nala and Siena enjoyed painting their hands too. Alice and Eli were playing with other things at first, but when they saw their peers painting, they joined in. Eli used his left hand to paint with a brush, Alice enjoyed painting with a brush and using the roller.



All the children **enjoyed and responded to playing with colour in a variety of ways** and this activity also expands on the children's learning opportunities but also help them appreciate the hard work of farmers.

Diwali/Bonfire Night

The children focused on the topic of 'Diwali' which is a Hindu festival of lights and a special festival that marks the start of the Hindu New Year. Diwali is about new beginnings and looking ahead with hope. The word Diwali comes from Deepavali, which means a row of lights. People celebrate by decorating their homes with bright lights and small clay lamps called Diya's. The children took part in activities such as making Diya's, decorating lanterns, cultural dressing up and dancing to traditional music and express their creativity by colouring Rangoli patterns. During free play, the children also enjoyed exploring and playing with props based and Diwali and showed high fascination playing and putting on different bangles. As it was Bonfire Night week, the children took part in watching the sparklers outside in the garden and took part in making a firework display.



Creating fireworks

Expressive arts and design – Creating with materials.

The children took part in making a firework display and the children who participated were Idris B, Willow, Nala, Bobby, Eliz, Omari, Idris M, and Mason. The children gathered around the table and were provided with a large piece of paper and were wearing their aprons. Each of them were given individual paint brushes and different coloured paint. They were all set to create art by splattering colourful paint **to create lines and circles pivoting from the shoulder and elbow** onto the paper using paintbrushes.



The practitioner first talked about fireworks and showed the children images of firework which some children talked about how they watched the fireworks on Bon fire weekend, Omari was telling the practitioners and demonstrated how to splatter paint, and one by one, the children dipped their paintbrushes into the colourful paint and splattered it. However, Idris M, instead of

splattering the paint, enjoyed swaying his paintbrush back and forth. Eliz and Mason had fun swirling their paintbrushes round and round. The children were shown pictures of fireworks as inspiration for their artwork. The paint palette was placed in the middle for everyone to use. In the end, all the children were given some glitter in the palm of their hands and sprinkled it to their fireworks display, adding a touch of sparkle to their artwork.

Children in Need

Throughout the week, the focus was on Children in Need. The children explored and learned about the importance of this cause. They enjoyed activities like making Pudsey bear biscuits, having a lively disco party, and expressing their creativity through painting Pudsey bear pictures. Pyjama Day brought extra excitement as the children wore their cozy pajamas. Additionally, there was a special French session and a relaxing mindfulness yoga session to enhance their learning experience. The week was filled with diverse activities, creating awareness and joy among the children.



Making Biscuits

Communication and Language: Understanding

Bobby, Willow, Siena, Nala, and Idris took part in making some biscuits for another activity they took part in, they all gathered around the table. The practitioner placed all the ingredients on the table which included flour, butter, eggs, cinnamon powder, raisins, vanilla essence and baking powder.

The children all took turns to pour ingredients into the bowl, during the activity Siena asked where raisins come from, and the practitioner explained that they are dried grapes which Idris B found so cool. Nala was supported to crack an egg into the bowl, then whisked it. This activity encouraged the children to understand the use of objects (e.g. Which one do we cut with? Or what the whisk is used for).

Siena added butter, Idris B added cinnamon, Willow poured vanilla, and Bobby added baking powder. Idris B correctly identified flour as the last ingredient. The children followed the practitioner, rolling the dough flat using the palm of their hand. They used a cutter to shape bear biscuits. Idris B managed it alone and some children required support. The children showed increasing control over an object in pushing, patting their dough. Cruz also joined in and rolled the dough in the palm of his hands, and raisins were added



to their Pudsey bear biscuits. The children also enjoyed eating some of the raisins while putting them on the biscuits.

The children enjoyed this activity and showed pride in their accomplishment and were excited to take their biscuits home to eat at the end of their session.

Bonus class

Tiny Mites

Communication and Language: Listening and attention.

In Rainbow Room, the children had a delightful Tiny Mites session with their teacher, Christina. They sang various rhymes and engaged in different movements during the activity.

The children warmly greeted the Tiny Mites and enjoyed counting the bees while imagining them buzzing and flying around. Additionally, the children had a playful time singing a car song using a plate as if it were a steering wheel, honking the horn in the middle of the plate, just like as if they were driving. They also had fun singing spider rhymes, counting the spider's legs, and feeling its sensory textures with their hands. Rainbow room children were fascinated by popping bubbles and watching them float in the sky.

Towards the end of the session, they sang the "bye-bye" song, using shakers, and waved goodbye. Nala, Mason, Eliz, Bobby, Willow, Idris M, Leo, Idris B, and Alice all participated in the Tiny Mites activity, singing rhymes, moving around, and enjoying the sensory experiences. The children were able to **listen to familiar rhymes with increasing attention and recall**. It was a fun and engaging session for the children!



Trip to the Library

Literacy: Reading

Idris, Adam, Cairo, and Siena went on a trip to Hackney Downs Library. Idris and Adam had been to the library before, and it was the first time for Siena and Cairo. Idris and Cairo held hands with one practitioner, and Adam and Siena held hands with another practitioner. On the way to the library, the children were shown a pedestrian crossing. Idris pressed the button and waited until the green man appeared on the screen. Idris pointed and said, "Look, the green man!" As they walked towards the library, Cairo pointed at a billboard with a picture of chips, and Adam pointed at a picture with a McDonald's sign. The practitioner mentioned that they would pass by the theatre, and Idris got very excited. When they passed the theatre, the practitioner said, "Oh, look, it's the theatre showing Aladdin."



Upon reaching the library, Siena pointed at the lift and asked, "Are we taking the lift?" The children took the lift to the first floor where the library was located. Adam and Idris knew which corner to go to, and Siena and Cairo followed. Barry, the librarian introduced himself and asked the children to sit down so he could read a storybook. The children were able to listen [and join in with stories and poems when reading in a small group](#). He began with a song and then read the first book, which had textures for the children to feel. The other book was a pop-up animal storybook, where he showed different animals such as pelicans and flamingos. There was a big picture of a flamingo, and Cairo pointed at it as Barry read the story. All the children were focused on listening to the story.

After the session, the children were asked to choose some books to take back to the nursery. Idris chose many books, while Siena, Cairo, and Adam chose a few. They all sat down to do some colouring. Before leaving, the children went with the practitioner to scan the books they had chosen.

The library trip proved to be an engaging and invaluable session and we look forward to the next visit.



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0208 986 2006
07930 380443

info@rooftop-nursery.com
www.rooftop-nursery.com

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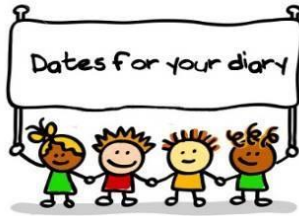
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Look out for all updates





Parents Afternoon

Wednesday 29th November - Friday 1st December

End of Year Party

Monday 18th December (3-5 pm)

Last day for term time children – Tuesday 19th December

Last day of term: Friday 22nd December (Nursery closes at 4 pm)

Inset Day

Tuesday 2nd January

Nursery Re-opens

Wednesday 3rd January

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: _____