



A very happy birthday to Vanessa, Kymani, Elyas and Kai'yron!



End of year party



We would like to say a special thank you to all parents, children, and staff for contributing towards our amazing end of year party to end 2022!

We have been lucky enough to host yet another party, this year we were excited for our new babies to be part of our end of year party. All children, parent and staff celebrated together, we had a fun filled party with lots of delicious snacks, treats, fun and games. During the party, the children took part in pass the parcel, musical bump and parachute games and were able to dance along with their peers, parents and the practitioners. Each child also received a special present to take home at the end of the party from our lovely manager Hafiza



Thank you to all the parents that brought in party food and gifts for the children and staff, this is much appreciated.





Fun and Games:

Pass the parcel, musical bumps, and parachute game





Wishing all the parents and children a Happy Holiday, see you all in the New Year!



Parent Notices

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

Henry: Healthy Start, Brighter Future

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

Opportunities include:

- Online parent support groups run by a HENRY facilitator – a chance to share experiences with a small group of other parents, find ways of reducing stress and gain new ideas to manage daily family life and get your little ones off to a great start
- Sessions on specific topics such as introducing your baby to solids or tackling fussy eating – provided on the phone or via video calls
- Having a HENRY Buddy - someone who will keep in regular contact with you, providing practical and emotional support to help you through the challenges of family life.

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

Reminder of the Bonus programmes offered at Rooftop Nursery

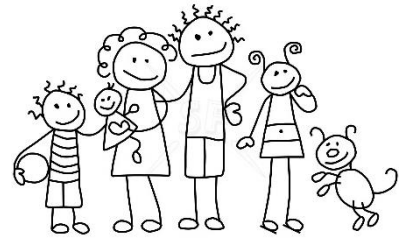
Bonus programmes	For who?	Days & Times
French	Rainbow Room	Wednesday (Fortnightly) 11:15am
Forest Play	Rainbow Room	Thursdays (Fortnightly between spring and autumn)
Heuristic play	Rainbow	Weekly
Yoga/ Tai chi	Rainbow	Weekly
Tiny Mites	Rainbow & Sunshine	Monday 9:15-10:15



Sunshine Room

My family

Sunshine room children were able to focus on their family and talk about what's more important for them. The practitioner was able to provide different activities for the babies that helped them explore more of their sensory side where they developed a different way of feeling the texture. The practitioner was able to explore babies' listening and attention where they listened to different stories and music sessions that focused on people they love.



Painting our family/ using our imagination

Understanding The World – People and communities

Babies and toddlers were given a large piece of paper, yellow paint and paintbrushes. The practitioner started by demonstrating how to paint by moving the paintbrush around the paper. The toddlers independently got involved as they enjoyed the sensory experience of making marks and using their fine motor skills.



Orlando did a few marks then stopped, the practitioner then decided to add some animals and vehicles to keep the babies and toddlers engaged. The practitioner demonstrated how to roll the vehicles into the paint as well as how to paint the tyres with the paintbrush. Bobby picked up the paintbrush with her right hand and then alternated with her left hand. Bobby imitated the practitioner's actions by holding the animal and making footmarks on the paper. She was able to use her fine motor skills whilst she grasped the paintbrush and made

movements back and forth. Willow rolled the car across the paper and painted on the paper with the brush forming lots of paint marks. Cesar and Romy were also encouraged by holding a paintbrush by spreading the brush onto the paper as they are our youngest babies in the setting. Bobby and Orlando imitated the word, 'car', and the sound, 'brmm brmm'.



Box of feelings

Personal, Social and Emotional Development: Understanding emotions

Box full of feelings is designed to support babies as they begin to become aware of their emotions, the connections in the brain that make feelings conscious of growth and development. It is also built around the four basic feelings of happiness, sadness, anger, and fear. The children need to learn to recognise their feelings and learn the words. The practitioner prepared an activity by bringing the box of feelings box to the carpet, she sang the song "what's in the box" while

drumming on the box, all the babies and toddlers came to the carpet and the practitioner demonstrated putting the mask on her face.



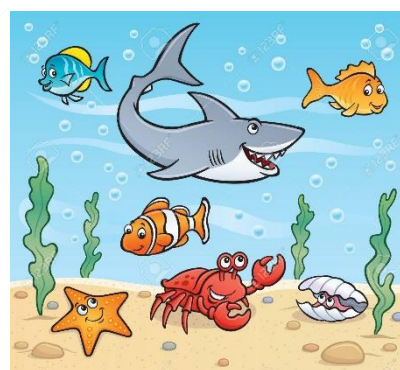
Siena went up to the practitioner and asked her to put the mask on her, Boudicea smiled at the practitioner and pointed at the mask. Nala said, “me.” Romy climbed onto the practitioner’s lap to see what was happening and Willow looked around at all her peers who had masks on. The practitioner repeated words like happy, sad, and angry, and



all the babies and toddlers enjoyed putting on the masks.

Under the sea

Sunshine room learnt about under the sea. As observed by the practitioner, baby room children showed interest in playing with the water and messy activities. Last week the practitioner was able to put in place different activities to help the children explore more about the sea and the different animals that live underwater. The children visited Rainbow room as they have a goldfish and have a good look at the fish. They explored their arts and crafts and made different sea animals and also role-played with the practitioner. The theme was to support babies to stimulate their minds and furthermore learn about colours and what makes them happy. This enabled the practitioner to see what the children are capable of understanding.



Making Jellyfish

Communication and Language: Speaking

During the activity, the practitioner provided the children with white paper and red paint for them to be able to make their jellyfish. This helped to **create personal words as they begin to develop language in their mouth**. The practitioner showed the children red paint and modelled how to



colour their jellyfish. Cesar, Romy, Siena, Orlando, Cairo, and Boudicea enjoyed taking part in colouring jellyfish. Siena held the brush with her left hand, she used the brush to paint on the paper. Cairo was engaged in making his jellyfish by holding the brush independently and painting around the paper. He held the brush with his right hand and dipped the brush inside the pallet using his fine motor skills. Boudicea enjoyed painting, she used her grasping fingers to hold the brush and painted around the paper. Orlando picked up the brush from the table and dipped the brush in the red paint using his right hand. Cesar looked curiously at the paper as he saw the red paint on the paper. Romy used her grasping hand to paint, with the practitioner’s help as she likes to put the brush.

Making Starfish

Understanding the World

Sunshine room children took part in their adult-led activity painting starfish. They painted on a large white paper using brushes to draw their starfish by using their imaginations. The practitioners held the children's hands and encouraged them to spread the paint around the white paper. Elyas, Bobby, Siena, Cesar, Romy, and Nala all participated in this activity.



Under the sea/ Concentration skills

Sunshine room children continued with the theme under the sea as they really enjoyed it. Therefore, the practitioner was able to provide a few more sensory play activities for the children to explore more about 'under the sea'. Sunshine room was provided with a different activity to help them with their concentration skills as they showed interest in building towers and playing with bugles, and zippers. The practitioner was able to observe this multiple times during free play.

Making a shark with playdough

Mathematics/ Measures

Sunshine room children took part in making sharks out of play dough. They first made their playdough with the support of the practitioner. The practitioner placed all the ingredients in the middle of the table and allowed the children to pour the ingredients with support. Nala, Boudicea and Bobby were all excited to have a turn to touch and feel the ingredients.

The practitioner allowed the children to mix everything and use their imagination to transform their playdough into sharks. Boudicea, Bobby and Nala were happy to have a turn squishing the playdough in their hands and using their imagination and they made a wonderful shark. The practitioner is happy with the children's progress as they are slowly starting to focus and engage longer during activity time. Nala was really engaged and made some noises while she molded her playdough. Overall, it was a great activity for the children, and they really enjoyed themselves and learned to take turns.



Christmas and End-of-year party

Sensory play with cornflours

Physical Development - Moving and handling

To support our babies and toddlers Sunshine room, we had the opportunity to explore more with their senses as that helped build nerve connections in their brain's pathways, which can help them complete complex tasks. The practitioner provided the children with cornflour play so they can **enjoy the sensory experience of making marks in food, damp sand, water, mud, paste or paint.** Babies and toddlers were able to explore and get their hands dirty. Cesar, Romy, Boudice, and Cairo took turns making marks on the black tray filled with water, cars and cornflour. Cesar and Romy were so excited that they wanted to put the cornflour in their mouth and they were both able to stay focused until



the end of the activity. Cairo and Boudicea enjoyed and engaged in this exciting activity. Cairo managed to get the cornflour all over his hair as he liked the texture of the wet and stickiness. Overall it was a great activity for the children as they enjoyed their time and they were able to stimulate their minds.

Drawing our favourite sea animals

Literacy - Writing

As some of our children showed interest in drawing the practitioner took this opportunity to provide our Sunshine children resources to draw their favourite sea animals. It is often referred to as “early mark-making” is the beginning of writing. It is a sensory and physical, and cognitive experience for babies and toddlers, **which enables them to see the connection between their actions and the resulting marks recognise their own agency.** With the practitioner's support, the practitioner gave the children crayons and a large piece of white paper for them to make their sea animals with a few sea animals toys on the table and support them to use as visual. Willow, Nala, Cesar, Romy, Orlando and Boudicea were all set on their little chairs waiting for the practitioner to give them their crayons so they can start making their sea animals. Nala has been really interested in crayons and as soon as the practitioner put the crayons on the table, she quickly chose the colour she liked



and started making marks on the table. With the support of the practitioner holding their hands and guiding Romy and Cesar to make their sea animals. Boudicea, Orlando and Willow also enjoyed making marks on the paper pretending that they were Drawing. The practitioner was able to see that Sunshine room children need a bit more support when it comes to their fine motor skills. Overall they enjoy their time and also they were able to learn about different sea animals.

Making our first Christmas tree

Listening and attention/ Understanding

The practitioner provided children with white paper, green paint, brushes and red glitter for the activity. The practitioner introduced the resources to the children one by one, she said, "Look I have got green paint and we have got a brush". The practitioner explained to the children that they were going to paint a tree. All children enjoyed painting and were all engaged and focused while the practitioner introduced the resources. Boudicea enjoyed exploring the paint with her hands and painting the tree. The children are being able to **develop the ability to follow others' body language, including pointing and gestures.** The



practitioner encouraged her to use the brush to paint the tree as she was regularly using her hands. Cairo was independently using the brush and painted the Christmas tree by holding the brush with his right hand. Cairo hold the paper plate and looked inside when the paint was finished. Siena was very engaged and enjoyed painting independently, she grasped the brush with her right hand and brushed the tree. Romy enjoyed exploring with her hands by feeling the paint, Romy used her hand to hold the brush and paint on the paper.



Tiny Mites

Communication and language – Listening and attention

Cairo, Siena, Orlando, Cesar, and Boadicea enjoyed singing and dancing while Devan (our new Tiny Mite instructor) sang. Cesar curiously looked while Devan introduced the Tiny Mites song and signed by making



different movements with different subjects. Siena was able to follow the instructions when the practitioner and Devan asked her, she copied the actions with the plate by turning it around and pretending to press the horn. The practitioner asked all children to give the plate back to Devan and Cairo and Siena was able independently to put it inside Devan's bag. Cairo enjoyed dancing and singing with his peers, he was very engaged looking intently at Devan and copying her actions and singing different songs. Sunshine room enjoyed popping the bubbles while Devan blew them Cairo, Siena, Orlando, and Boadicea tried to hold the bubbles when the bubbles came to the carpet.

Parachute game with colourful balls

Physical development – Moving and handling

The practitioner provided the children with a parachute and showed it to the children and explained to the children they were going to make waves. The practitioner waved the parachute up and down, and the children ran under it and looked up, they laughed out loud whilst the parachute went up to the sky. Cairo tried to hold the parachute to bring it down when the parachute went up, Cairo, Siena, Orlando, Cesar and Boadicea sat on the parachute and looked at the different colours and felt the texture of the parachute.



Cesar held the shaker with his right hand and sat on the parachute happily whilst looking at the different colours on the parachute. During the activity, Orlando slowly went near the parachute

on the floor, he was pointed to the parachute and tried to communicate with the practitioner.



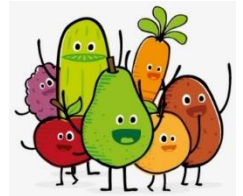
Rainbow Room

Welcome to Rainbow Room

We would like to welcome Rebekah, Vanessa and Bisson to Rainbow Room

Sensory play/Healthy eating

Rainbow room children took part in a theme of sensory play and healthy eating to support children's sensory needs and to encourage them in exploring different food. The aim of this theme was to support those children which are quite particular with certain food and for them to explore food through play where they can use their senses such as touch, smell, or taste. Therefore, the children have been introduced to different food play such as mixed vegetables, mashed potato, pasta, and fruit cutting. We will continue to provide food play for the children to explore during indoor free play until children become familiar with certain food.



Vegetable play

Physical development – Health and self-care

The children took part in playing and exploring mixed vegetables during free play. Chiara, Nahya,



Israa, Le'ziah, and Safwan showed interest and participated in this activity. This activity is intended to support children who are fussy eaters and allowed them to explore different food by feeling the texture and becoming more familiar with different vegetables. This activity also supported the children's sensory development and explored the different colours and shapes of the vegetables. The children also named the vegetables with the practitioner such

as carrots, beans, sweetcorn, and peas. Whilst exploring the vegetables the children used cutlery such as stainless-steel pots, plates, and wooden spoons. The practitioner spoke about healthy food and where vegetables come from, and some children were [willing to try new food textures and tastes](#). The children really enjoyed this activity as they spent a while playing and using their hands and fingers to feel and mash the vegetables. We also discussed how it feels and the texture such as soft, hard, cold, or hot.



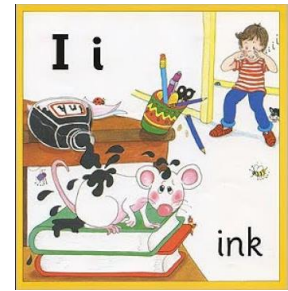
Phonics, focus letter 'li'

Literacy – Writing and Reading

Phonics activity is held every week to support the children's literacy development to learn the letters and practice writing them. The children



would practice a specific letter before moving on to the next one and we have been focusing on the letter 'li'. The practitioner starts the session by showing the children the letter in the jolly phonics book and introduced them to the song as each letter contains its own song with actions. We also place items, objects or toys that start with the letter into a bag and ask the children to pull out an item from inside the bag and say what it is. This encourages the children to think of words that start with 'li' and to look around their environment to see what they can find starting with the letter 'li'. The practitioner also asked the children's names to see if their names have 'li' in them such as



Israa, Chiara, Kymani, and Sariyah, [hearing and saying the initial sound in words](#).

The children then started to practice writing the letter "i", they held the crayon and wrote on the paper which supports their fine motor skills and practiced writing the letter. The children [attempted to write and copy letters using combinations of lines, circles, and curves](#).

The practitioner read the phonics book to the children then pointed to a picture of the ink in the story and asked the children if it begins with the letter "i", Kymani said, "yes". The children started to write the letter "i", Kymani started off holding the crayon with his right hand and three fingers and focused on the tip of the crayon to write the letter. Sariyah was very keen to write and had her hand up, she picked up the crayon with her right hand and copied the letter "i" on the paper. She made a line downwards and then a cross on top and another at the bottom. The children enjoyed this activity, they all sounded the letter out, some children needed a bit more practice on this letter to become familiar with it and the practitioner supported them in being able to write the letter. In the end, the children went through the other letters which were "S, A, & T" to recap.



https://www.youtube.com/watch?v=6oT6_UGHa-Q

Painting with cars

Mathematics – Patterns and colours

Rainbow room children have shown interest in painting with cars as the children enjoy playing with cars and transport vehicles. This has been observed during free play as the children mainly show interest in this, which is why we introduced painting with cars. The children dipped the cars in paint and then rolled the cars onto a sheet of paper. The children chose their own colour that they would like to use to paint. This activity supported the children's



imaginative play and sensory exploration. The children explored colour and how colours can be changed when mixing them together. Idris used his right hand to pick up a car of his own choice and what colour he would like to use to roll it on the paper with paint. When the

practitioner asked him, what colour paint are you using? He replied, "blue", he rolled the car along the paper and watched the paint as the car rolled along. Andreas said, "yellow please" as he wanted to use the yellow colour paint to roll the paint on. Andreas used his left hand to pick up a car and dipped it into the paint then rolled it onto the paper, Nahya chose blue colour paint and decided to roll it over the green one, she then noticed that the colour has changed, and the practitioner asked her

'what colour has it changed into? As she replied, "It's become green". The children really enjoyed this activity and showed a very high concentration level. They were able to learn that when you mix the colours blue and yellow, it turns into green. The children explored the colours change and saw how the car rolls with paint to form different patterns from the wheels.



Christmas/New Year's Eve

The children took part in Christmas activities as it was approaching the end of term. The children helped decorate our Christmas tree and the nursery, they made Christmas /New Year's Eve cards, decorated Angels and a craft Christmas tree and made handprint Reindeer. The children also took part in decorating hats for their end-of-year party and practised playing musical bumps with the season songs. As it snowed over the weekend, the children came back to nursery and enjoyed playing and exploring the snow during outdoor play where they made a snowman with the practitioners and also enjoyed being pulled along on the sledge.

This is a picture of our Christmas display in which the children took part in making lovely craftwork.



Making a Reindeer

EAD – Creating with materials

Rainbow room children took part in making a Reindeer as Idris, Safwan, Le'ziah, Nahya and Israa participated in this activity. The practitioner first showed the children props of a Reindeer and talked about what Reindeers look like. We discussed where



Reindeer live and what type of animals they are, such as their colour and what they look like for example, they have antlers on top of their heads. Nahya said, "they fly", **commenting about aspects of her familiar world**. The practitioner smiled and replied, "maybe magical ones but generally, Reindeers can't really fly, they have legs instead of wings". The practitioner provided brown paint and told the children that they will be making the reindeer's antlers using their hands as the practitioner supported them in painting the palm of their hands and then stamped both hands onto a piece of paper. The practitioner explained to the children that once the paint dries, we will cut around their hands to stick onto a card to form the reindeer face, we used googly eyes and red pom poms for the reindeer's nose. After the activity



was finished, we sang a Christmas song with the children, 'Rudolph the red-nosed Reindeer'. This activity is intended to support the children's knowledge of winter and Christmas as we mentioned that reindeer are winter animals, and they like snow.

Exploring winter animals in the snow

Understanding the world

After the painting activity, to support the children's interest and learning further, the practitioner placed a tray with some snow and winter animals for the children to play and explore through free play. Omari, Le'ziah, Nahya, Israa and Idris showed interest in playing with the snow with the winter animals inside. We talked about other winter animals which were placed inside the tray such as penguins and polar bears. Nahya said, "the penguin is going to be on the ice and it's going to be so cold". Omari explored the snow in the tray; he used his left hand to pick up a little bit of snow and rubbed his thumbs and fingers together in between the snow, and then watched it melt slowly. The children were able to **develop an understanding of changes over time** as they learned that during winter it snows. Idris rubbed his hand on the snow and said, "it's cold", Le'ziah picked up a reindeer with her right hand and pretended that it was walking on the snow.



At the end of the activity, the children learnt that penguins, polar bears, and reindeer's live in the cold and icy snow, the children enjoyed this activity and gained knowledge about winter and winter animals.

Fishing game – Taking turns

PSED – Sense of self

Rainbow Room took part in a fishing game activity where there is a magnet at the end of the rod and 11 pieces of wooden sea animals with also a magnet on the top. The children used their



hands to hold the fishing rod and catch the fish and move them onto the blue tissue to represent the water. The practitioner explained to the children that they will take one fish out into the water and then hand the fishing rod over to the next child and that child will do the same. We noticed that some of our Rainbow room children need support taking turns, so we implemented this activity to support them and to be able to **show consideration of other children's needs and**

gradually more impulse control in favourable conditions.

The children that took part in this activity were Idris, Nora, Lamia, and Simone. Idris held the fishing rod with his right hand and looked at the string swinging while he tried to catch the sea animal onto the magnet. Once he caught the sea animal, he moved it over to the water and used his left hand to push the fish off. Once he was done, he passed the fishing rod over to Nora. Nora used her right hand to move and handle the fishing rod, she chose which sea animal she wanted to put inside the water and placed it in the water. She enjoyed the activity and wanted to



catch another fish but understood that she had her turn, and it was Lamia's turn next. Lamia picked up the fishing rod with her right hand and then used it to pick up a sea animal and put it into the water, she then used her left hand to hold the sea animal down while she pulled the fishing rod off. Simone was very calm during the activity, she took her time to pick up the Sea animal and put them into the water, once she put the fish into the water, she passed the fishing rod to Lamia as she thought it was her turn next. The practitioner supported her and told her that it was Idris's turn next. The children enjoyed this activity and were very patient whilst waiting for their turn. This activity also supported the children's [physical development and hand-and-eye coordination](#) in being able to connect the rod to the puzzle piece to attach it to the magnet.

Bonus Class

Tiny Mites

Communication and language: Listening and attention

The children participated in Tiny Mites and started the session by singing the Tiny Mite's welcoming song with action. Devan, our new Tiny Mites instructor, introduced the Tiny mite puppets to the children as each of them has a different character.



The children watched Devan doing hand gestures as she sang, and they were then asked to say their names. Some children were confident in saying their names and some were shy.

After introducing themselves, the children stood up and started to clap their hands and stomp their feet as they followed Devan's lead [creating rhythmic sounds and movements](#). Leo and Kymani started to join her and moved

their arms and tapped their knees using both hands. Our new settler Rebekah joined in, Mason observed his peers and then decided to join in and started to stomp his feet, he then said, "again" when the song stopped as he wanted to do more dancing. Each child was given a blue plate to pretend it was a steering wheel, the children pretended to honk their horn and to go through a bumpy road. Leo, Mason, Sariyah, Nahya, and Idris were holding the plate with both hands and were steering side to side while Tracey was singing. Tracey then brought her bubbles out, and all the children stood up to catch the bubbles. Mason used his index finger to pop one, Sariyah waved her arms up in the air to hit the bubbles and catch them.



French

Communication and Language: Speaking

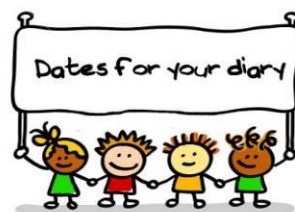
Rainbow room took part in French session with Debbie, they started with the greeting song in French, and then Santa was introduced to the children. Each child had a turn to hold Santa Claus and say their name in French; 'J'e m'appelle...' Nora, Lamia, Idris, Kymani, Mason, Simone, and Vanessa took participated in the session. The children **extended their vocabulary, by grouping and naming, exploring the meaning and sounds of new words.** The children were introduced to numbers in French as they counted from 1 to 10 with musical instruments. Debbie introduced a storybook about Christmas to the children, asking the children one by one to look for



Santa in the storybook, the storybook was called Hide and Seek. Lamia, Nora, Simone and Kymani were able to find Santa in the storybook where he was hiding. They focused on colours, placing Santa onto the colour card that Debbie taught the children in French. For example, Vanessa had her turn to hold Santa Clause and placed him onto the red colour card which asked, 'can you put Santa Claus on Rouge (red)?' Each child had a turn in doing this as it was repeated with other colours.



The children were then given an egg-shaped shaker, they stretched their arms up shaking the egg up high while Debbie was singing a song in French. Debbie then started to go down and knocked the egg on the floor, then the children copied her. The children were **creating sounds by rubbing, shaking, and tapping** the eggs. Nora was holding the egg with her right hand and was hitting the egg on the floor while Simon was rubbing the egg on the floor and looking at Debbie's actions to follow her. The children then finished the session with a goodbye song in French and bubbles.



Nursery Re-opens
Mon 9th January 2023

Half-Term holidays
Mon 13th Feb – Friday 17th Feb 2023

Easter Holidays
Last day Friday 31st March – Re-opens Monday 17th April 2023

Comments/ Suggestions

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

Name (optional): _____ Date: _____

