



Roof Top Nursery

A warm welcome back to all the parents, children and staff from our spring break. Hope you all had a fantastic holiday.

Parents as partners: Female Carers Day

We had a fabulous turnout on female carer's day, on Friday 29th March 2019. There were plenty of activities for everyone to participate and explore. We hope all our parents and children enjoyed their morning as well as the gifts.

Thank you to Hafiza for the lovely gifts and making all our female carers feel special. We hope you all had a lovely Mother's Day, full of joy and love

Thank you to all the staff who helped us on the day, thank you to Zarina and Mubina for making the delicious food. Here are a few parent comments:



Making Mother's Day gift with my son, From Gemini's mum

Making stuff with my daughter and enjoying the massage.
From Chloe's mum



Star Room:
Most recently Kaylee has settled into Star room and has bonded with her key person (Peri) and the other staff too.

Rainbow Room:
We would like to welcome Jordan and Kyla, who has joined Rainbow room and are settling well and have bonded with their key person (Alex). Abbas, and Ammar have also settled well with their key person (Janet).

A WARM WELCOME TO OUR NEW SETTLERS.
Ciara Abbas Kyla
Jordan Ammar



Inset Day was held on Tuesday 23rd April which included core workshops to enhance the children's learning. We covered Heuristic Play, Natural set up, S.E.N training, Tai Chi and finally we had an external trainer from the Learning Trust come into train the staff on Physical Literacy.

Tai Chi – we will include Tai chi during the children's routines



Heuristic Play - Heuristic play refers to the sensory exploration of the properties of 'everyday' items. These 'objects' are things from the real world. with anything from a bowl, to a pinecone or a piece of string, heuristic play objects all share the characteristic of being open-ended. Heuristic play resources promote innovation, creativity and imagination through the discovery's children make about ways in which these items can be used. As children learn through play, the staff were given opportunity to explore this further by understating about schematic play and behaviour in children along with how to support brain development in young children. The staff found this training was very effective and helped build on staff existing knowledge.



Natural Set – We covered Transient art, which is also known as moveable art, it is a collection of natural materials that children create a picture from. The materials that are used are open-ended resources, and there is no permanent end product. Children will often spend a considerable amount of time moving materials here and there to create a picture.



Physical literacy – *physical literacy can be defined as the*



motivation, confidence, physical competence, understanding and knowledge to maintain physical activity at an individually appropriate level, throughout life.

Physical literacy is the development of fundamental movement and sport skills. These allow children to move confidently and competently in a wide range of physical activity and sport situations that benefit the healthy development of the whole person. Physical literacy also includes the ability to



'read' what's going on in particular situations and reacting appropriately.

For complete physical literacy, children should learn movement and sport skills in four basic sport environments:

On the ground – the basis of most games, sports, dances and physical activities

In the water – the basis of all aquatic activities

On the snow and ice – the basis of all winter sliding activities

In the air – the basis for gymnastics, diving and other aerial activities.

Following the training on physical literacy we will now encourage more risky play, rougher and tumble play, more active play and relation type games.

Parent notices updates

- Please remember toys should only be brought into nursery at the first week of the month for our show and tell sessions only.
- Reminder to the morning parents that the nursery opens at 8:05 parents are not allowed in the building until after this time.
- Sign your child in and out daily on the register- parent/ carer must write their name when signing in and out
- **Fees reminder:** monthly fees are due in advance and not in arrears. We will be issuing fines for every late payment. The fine is £10 for each week you go over. Please ensure online payments have the correct reference- i.e. your **child's name. N.B., We do not accept cheque payments**
- **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
- No babysitting policy: Staff at Rooftop Nursery cannot babysit children that attend Rooftop Nursery for safeguarding issues.
- No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- Please provide a labelled bag with adequate amount of spare clothes (underwear, trousers, socks, nappies, wipes etc)
- Please return nursery spare clothes.
- Please call the office by 9.15 to inform us of any absences or late arrivals.
- Breakfast starts from 8.05 until 8.50am. If you wish for your child to have breakfast, please arrive before 8.45am.
- Sign your child in and out daily on the register.
- Please ensure your child attends nursery on time. Lateness causes disruption and affects the child's routine and ability to settle in.
- Please remember to bring in nappies and wipes for your child if they are running low.
- Please remember to cut down your child's nails to avoid accidents.

Star Room

Female carers day

As Mother's Day approached during end of March, Star room children took part in various activities focusing on important female carers in their lives. In addition to this the children continued focusing on their gardening project, therefore some activities incorporated gardening.



Personal, social and emotional development

The children took part in a drawing activity where they described and drew themselves and their female carers. All the children got involved in the activity and **confidently spoke about their carers' and own home**. Each child had the opportunity to describe their female carer and **create a simple representation of themselves and others** within their family. Fatma enjoyed drawing herself and her mother and later decided to include her little brother in the drawing as he is also part of the family. All the children spoke about physical features of their female carers. Shian was able to compare herself to her mother saying, "Me and my mummy have the same hair colour".



Understanding of the World

An additional activity the children took part in was decorating plant pots. During this activity the children used vegetables to print and decorate plant pots for their female carers. The children enjoyed discussing the features of the vegetables and were **able to identify similarities, differences and patterns** of each vegetable used. Temidayo noticed that the sliced bell pepper looked like 'a flower'. Harmony enjoyed **exploring colours and what happens when they are mixed**. They combined blue, red and green paints together and explained to the practitioner that she had made 'brown'. The children spoke about where the vegetables grew and **began to understand the growth process** of a carrot, tomato and bell pepper. Marisa and Tiye began to identify the process of growing a carrot. Tiye said "You need a carrot seed and you plant it." Marisa then added "And you have to water it". In addition to speaking about planting the children enjoyed transfer printing where they duplicated their designs.



Spring

CL/Listening and attention

The children took part in a group activity, playing a sensory game with their peers where they all had to guess which vegetable, they are holding with their eyes closed. As the children took turns in



sitting in the middle, every individual child was blind folded and the practitioner gave them a vegetable in their hands to use their senses such as; touch, smell, and even taste to guess which vegetable it is. The children first used their hands to touch and describe the texture as Fox and Manuela both said; “It feels like a carpet, when holding a broccoli”. Harmony and Aliyah said; “Soft”, when describing the texture of the tomato. Tiye said; “Crunchy”, when feeling the onion. When Shian was feeling the tomato she first said, ‘it’s an apple’, but when the practitioner asked her to smell it, she was able to guess it was a tomato. The children used mathematical language to describe the shape, Henry first smelt the potato and said, ‘it smells like a potato’ then the adult asked which shape? He replied; “circle”, Oliver was holding a carrot and said; “It’s really long and hard”, when describing it.



EAD/Exploring and using media and material

Jason, Marisa, Manuela, Henry, Temidayo and Henry took part in making a blossom tree. The children used a broccoli to dip into paint and then dab it on their paper to create a nice floral pattern of a blossom tree. The children were able to **look closely at similarities, differences, patterns and change** as Henry said; “This broccoli looks like a tree and it tastes yummy”. The children were able to **construct with a purpose in mind, using a variety of resources** as they first dipped the stem of the broccoli into the brown paint to make the trunk of the tree and then dipped the floret of the broccoli into the pink paint to create the blossom flowers. The **children remembered and talked about what they observed outdoors** as Haroun said; “I saw one at the park”, Manuela said; “There’s one outside the nursery”. Marisa said; “I saw a white colour one too”.



Easter

Understanding the world/People and communities

The children have come back from their Easter holiday break and took part in different Easter fun activities. The children first took part in making Easter egg baskets as they used different coloured card and resources to decorate by using PVA glue, feathers, glitter and other sticking materials. Sahil, Gemini and Harmony enjoyed spreading glue all over their card using good control in holding the glue stick firmly, flicking it side to side. The children



remembered and talked about significant events in their own experience, recognised and described special times with their family as Marisa spoke about the egg hunt, she went on in the holidays. Fox, Tiye and Manuela enjoyed choosing the colour of glitter they wished to use and applied it independently. Aareis, Henry and Chloe who attended in the afternoon also took part in doing the same activity and enjoyed joining in with family customs and routines as the children all took part in an Easter egg hunt finding all the hidden eggs outside.



Physical development/Moving and handling

The children took part in another activity, painting eggs. Oliver, Tyler, Aaron, Ifrah, Aliyah and Marisa enjoyed choosing their own eggs and the colour they wanted to paint. Aaron expressed that his favourite colour was 'orange', so he painted his egg that colour. The children were able to explore what happens when they mix colours, as Harmony and Ifrah mixed the colours together. Harmony said; "Red and green make brown". The children talked about why things happen and how things work, as the practitioner asked the children 'where eggs come from'. Oliver said; "They come from hens the hen sits on the eggs". Tyler said; "Eggs come from the farm, but my mummy buys them from the shops". Marisa said; "The eggs are in a nest and the hen makes the eggs warm for the chicks to hatch". This shows that the children have developed and understands growth, decay and changes over time. In the afternoon the Star room children wanted to be outside so due to this, the activity was changed to an egg and spoon race. Haroun, Tiye and Aliyah showed resilience as they continued trying after they dropped their egg. Aaron was scared to have a go until he was encouraged by his cheering peers who chanted, 'go Aaron go!' The children were able to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. The practitioner made the activity a bit more challenging for the older children as they used real boiled eggs, which they painted in the morning to race with and showed good control of holding the spoon steady for the egg not to fall as they knew that the egg will crack if it drops and handled tools, objects, construction and malleable materials safely and with increasing control.



British Values: Queen's birthday/Royal family

Understanding the world/ People and communities

In celebration of the Queens 93rd birthday, Star room children baked a cake. Temidayo, Akram, Manuela, Marisa and Harmony took part in the activity. The children were very excited to begin adding ingredients and mixing them together in a large bowl. During this activity Marisa



and Manuela spoke about their own birthdays showing that they remembered significant events in their own experience.

Manuela said; “My birthday is August”. Marisa then said, “Me too” identifying a similarity between herself and her friend

before differentiating between their birthdays by saying; ‘mine is

on the five I think’. As the discussion was about birthdays, Akram then began to sing ‘happy birthday to you’. When the practitioner asked the children ‘whose birthday the cake was for’? Marisa said; “Elizabeth” and Harmony said; “The queen!” showing their awareness and interest in lives of people who are familiar to them. Harmony then attempted to guess the queen’s age based on her own age saying; “I’m going to be five, the queen is six.” During the afternoon the children then had a tea party where they imaginatively sang happy birthday to the queen and shared party food.



Expressive arts and design/ Being imaginative

In addition to baking Star room dressed up and role played as different members of the royal family. Kaylee, Salimatou, Oliver, Tiye, Fox, Ifrah, Henry and Aaron all chose a costume of their choice and decided what role they would take on. Fox wanted to be the king and used available resources to represent his role of a king. Fox decided to wear a red cloak and crown in order to represent his role. Kaylee was the queen within the children’s narrative. Tiye engaged in this imaginative role play using her own first-hand experiences and knowledge of the royal family. Tiye said; “I’m Princess Meghan” and then she proceeded to put a baby doll in her top pretending to be pregnant.



Bonus Classes: French

This month Star room children have enjoyed taking part in French sessions. As part of the Easter theme they took part in a treasure hunt finding eggs of different colours and recalling these colours in French. Henry was able to identify the colour “Rouge” and showed satisfaction in meeting this goal. They also took part in singing and word recall activities where they had to join in with repeated phrases and familiar words. Temidayo and Tyler were able to remember words such as banana (Bonane), apple (Pommes), doll (Poupee) and fish



(Poisson), which they had learnt previously without adult prompting. Action games also interested the children and challenged them to show **two-channelled attention** as they listened to instructions and did the actions requested.

Rainbow Room

Female carers Day

Personal social & emotional development:



As Mother's Day approached, we held our annual Female Carers Day event to not only show our appreciation for the mothers in our lives, but also carers, aunts, nannies, grandmothers, and any other important female in the children's lives. To prepare the children for the event, we did some activities such as, making salt dough handprints, making collage hearts, book markers, and planting a flower for loved ones. Rainbow room were able to **show affection and concern for people who are special to them** as they spoke about their mums and making special things for them. The children often tell staff



'mummy coming soon' and were encouraged to share the love they have for their mums with their peers. During the event, the children showed their love for their loved ones by spending time with them and taking part in the amazing activities. The children made photo frames, sensory bottles and love heart cards in Rainbow room, they also explored Star room with some more advanced activities such as planting flowers for their loved ones, making heart shaped fans and even made slime!



We would like to thank our manager, Hafiza for providing such an amazing opportunity every single year, to bring families together. Also, for providing the children with the chance to spend time with their parents as they spend majority of their time at nursery.

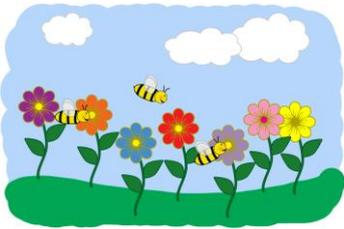
Mathematics:

Whilst carrying out the female carer's day activities, the children were able to build on their mathematical knowledge. As we made salt dough handprints, we encouraged the children to speak about **noticing simple shapes and patterns in pictures** and in their environment. The children noticed the shape of their hand in the dough and then began to use shape cutters also, they spoke



about the shapes such as 'flower, heart, star and circle'. Rainbow room also made collages onto little heart shapes to give to their parents and carers, this also encouraged the children to **notice simple shapes and patterns, as well as beginning to use the language of size**. They used small squares of shiny paper in the colour of their choice and commented saying 'look Square'.

Physical Development:



The children were able to develop their physical skills and abilities as they **showed control in holding and using jugs to pour, hammers, books and mark making tools** whilst outdoors using the watering jug to

feed the flowers. They also used their own small shovels to make holes in the soil to replant some flowers which needed securing a little more. Jasmine P and Kehlany showed interest in this and used good control with their right hand to plant. The children in Rainbow room also took part in creative activities such as making butterflies and sunflower lolly sticks. This encouraged the children to **use three fingers (tripod grip) to hold writing tools**. Yousef, Gracie Paige and Dontay were able to make decisions and chose to add green coloured tissue paper onto their butterfly shapes, we provide the children with a wide range of sticking materials so that they are able to make choices and decide on which colours and textures appeal to them most.



Easter

Communication and Language:



When the children returned from their Easter holiday, we focused on learning about what Easter is, creating artwork and learning new words relating to Easter. The children made Easter cards for their friends and families, they made baskets, carried out language sessions and had an Easter egg hunt! Whilst carrying out language sessions, the children showed so much fascination when they saw the pretend baby chicks, the small and large eggs and the baskets. Rainbow room not only learnt about the Easter bunny and collecting eggs, but also the main reason



people celebrate Easter which is to remember the resurrection of Jesus. The children listened with care and focused on Janet as she explained how Jesus was brought back to life and that is why we celebrate Easter Sunday! This showed they were able to **single channel their attention and can shift to a different task if attention fully obtained – using child's name helps focus and listen with interest to the**



noise's adults make when they read stories. During the 'what's in the bag session', the children were able to learn new words rapidly and use them in communicating as the children used the words they learnt during their own play throughout the rest of the week. For example, they make Easter cards and were encouraged to write "Happy Easter!" inside of the card, Ariam and lylah-Skye then said, "Happy Easter!" to their friends and adults on later occasions.



Expressive Arts & Design:



The children were very creative this week and took part in making their own baskets to collect eggs. They also made Easter cards to give to their friends. While creating their cards, the children were very vocal and described their choices to the adults. Each child chose which colour card they wanted and were able to name the colours, Jahmai, Kehlany, lylah-Skye, Ariam, Grace and Jasmine J were all able to name the colour they wanted to use and then began to put glue on the shape of the Easter egg on the front of their card. Rainbow room experimented with blocks, colours and marks as the chose feathers, stickers, shiny paper and glitter to add on the eater egg shape. The adult

asked lylah to explain what she had chosen and she said, "I used a pink feather and one yellow feather." Grace was asked "Who are you making your card for?" and she replied, "I will make it for my mum." Jasmine was able to realise tools can be used for a purpose as she held her hand out to put glitter onto her card. She showed an understanding of how she must apply the glitter from the pot and onto her page using her hand. Faith, Bushra, Selman, Ariam, Abdul baasit, and lylah took part in making baskets and watched the adult staple them together and create the end product. The aim of this was for the children to see the start and the end of how the baskets are made.



The Queen's Birthday/The Royal Family



Literacy:

As the Queen's birthday was on the 21st of April, we took this as an opportunity to learn about the Royal Family. The children developed their literacy skills during this theme as they were able to begin ascribing meanings to marks that they see in different places. They demonstrated this through making masks with the queen's face on and cards to say 'congratulations on your baby, Harry and Meghan' Kehlany and lylah were very particular with the colour of the pencils they used



and named the colours. Jahmai, Kehlany, Mumtaz, and Bushra listened very well while Alex and Janet explained who the Queen is and named the members of the Royal Family such as, Prince William and Prince Harry. The children were also taught about the Union Jack, how it looks and what it represents. Dontay, Ahyan, Luna, Iylah-Skye, and Faith were provided with the opportunity to distinguish between the different marks they make as we gave them only two-coloured pencils (red & blue) and asked them what they were drawing. Luna said, "I'm using blue" Iylah-Skye said, "I'm making a flag." This also gave them the chance to improve upon their writing skills whilst holding and using pencils as they are beginning to use three fingers (tripod grip) to hold writing tools.



Rainbow room took part in a range of creative activities which taught them about showing interest in different occupations and ways of life such as making crowns and who wears the crown. Sterling, Kehlany and Jasmine J all showed interest in the picture of the Queen and showed an understanding that they were recreating their own crowns similar to the Queen's. The children also had a Royal Tea Party with Star room to celebrate the Queen's birthday. We danced around to classical music and attempted to learn ball room dancing! This showed that they were able to imitate everyday actions during pretend play e.g. making and drinking tea but also learn that they have similarities and differences that connect them to, and distinguish them from, others. We explained where the Queen lives and the types of things she likes such as classical music and how this may differ to the types of music we listen to and how we live our lives.

Spring/Garden Project

Understanding of the World:



Rainbow room revisited their theme of the garden project and combined it with Spring as it approached. The children were encouraged to take part in activities which provided them with the opportunities to speak about their environment. They were also encouraged to show an understanding of growth, decay and changes as we did lots of planting-based activities. Selman, Dontay, Yousef, Kaylee, Jasmine P, Ariam and Ahyan took part in planting their own cress seeds in foam cups; they first put some cotton wool, added a small hand full of cress seeds and watered it. The adults explained to the



children that these seeds will soon grow into cress as long as we water them every day, we can then eat them. During the activity the children were able to **learn new words rapidly and use them while communicating**, they learnt words such as 'cotton wool, cress, and moist'. We extended on our garden project using the milk bottles we have been collecting, we cut the top of the bottle off with the children and added soil inside. We then encouraged the children to vote for the seeds they wanted to plant into the milk bottle flowerpots. They chose from a range of seeds, from beetroot to yellow carrots. While gardening every day during free flow outdoor play, the children were encouraged to **talk about something the things they may have observed such as plants, animals, natural and found objects**. Salma, Kehlany, Ariam, Luna, Iylah-Skye, Jasmine P, Jasmine J and Jahmai showed great interest in watering the flowers every single day and spoke about the colours they saw on the flowers. For example; Jahmai and Kehlany watered the tulips and they said "White"



Updates in Rainbow Room:

After our recent Inset Day on the 23rd of April, all of the staff walked away with a newfound respect for the importance of physical development and exploring. When we returned to nursery the next day, we changed some things in Rainbow room, such as encouraging all staff and children to keep their shoes and socks off while in the room, this provides the children with more freedom to move around and be more physical. The more physical the children are, the more they are willing to focus and concentrate during adult led activities. For example, usually we would not allow the children to jump off of the low window ledge, however without the restriction and heaviness of shoes or accidentally jumping off and standing on someone's fingers, the children are now encouraged to be confident and jump off and land on the carpet! Rainbow room children are also encouraged to move around the room more freely and use their energy to take part in action games and songs during free flow play. We have removed the chairs from the tables in Rainbow room and only encourage sitting for a short while at circle time, and when they are eating. We have seen an AMAZING difference in the children's behaviour during the day as they are encouraged to use all the energy they must play and have as much fun as possible through physical movements. The children are now more willing to listen during language sessions and during adult led activities, showing they are calm and attentive when needed

Bonus Classes; Yoga & Tai Chi

The children took part in their weekly session of Yoga and are continuing to practice yoga without speaking. We want to encourage the children to take this short period of time to be as peaceful as possible and not to make a sound. We encouraged the children to copy the poses the adults made and only to make noises while practicing deep breathing exercises where they breathe in through the nose and out through the mouth. The children have also been encouraged to practice breathing throughout the rest of their normal day and have carried out circle time sessions while whispering to show the comparison between shouting and speaking quietly indoors. Rainbow room children are making amazing progress every single week with their understanding of daily life routines and situations.



After our recent Inset day, we were taught some new yoga techniques and have also added Thai Chi to our repertoire. The children have found it very interesting to release their frustration and energy through performing 'Heng and Ha' moves which requires them to bring their arms close to the body in a squat position and push their arms out fast while shouting 'ha!' Rainbow room have shown great willingness to learn new yoga techniques and Thai Chi, showing they are able to respond to the wishes and actions of others.





27th month review

Thursday 23rd May 2019

Male Carers Day

Thursday 13th June 2019 (8.30am to 11am)

Staff Award

Nursery closes early at 5:00pm

Friday 21st June 2019

Photo shoot

Tuesday 2nd July 2019 (9:00pm – 1:30pm)

Bank holiday- nursery closed

Mon 27th May

Nursery closed for Eid

Around 4th or 5th June- TBC

Parents' meeting

Fri 12th July

Nursery Trip

Fri 26th July

Graduation Party (For leavers)

Tues 16th July 2pm

Nursery closed for Eid

Around Mon 12th Aug- TBC

Summer Holiday for term time children

Last day Tues 23rd July – Re-open Tues 3rd Sept

Last Day of Nursery for the term for all children

Wed 14th Aug – Nursery closes at 4pm

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: _____