


 Roof top  
nursery

# Roof Top Nursery

On Friday 4<sup>th</sup> November, we had the opportunity to gather both groups of children that attend morning and afternoon sessions and our babies together in the garden to enjoy a wonderful sparkler display, which was set up by Peri and Shaheena. This was a great opportunity for all the children to enjoy the sparkler display and relate this to their own experiences outside of the nursery.



A very happy birthday to Mohammed Safwan, Andreas, Kymani, and Sariyah.



The children and babies showed a lot of curiosity and excitement to see the sparklers light up and fizzle in different colours. The practitioner also 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. The children sat very nicely and followed the given instructions whilst they watched the display.

**BBC's children in need** – During the month of November, the staff and children had the opportunity to raise money for children that are in need. Some of the children took part in making Pudsey bear during their creative activities and enjoyed taking part in our PJ party.

Well done to all staff and children who managed to come to nursery dressed in their PJs. We would also like to say a big thank you to everyone who kindly donated £1 or more towards raising money for BBC's children in need. With all your support we managed to raise **£105** in total between both sites.



**THANK YOU!**



### 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 the last day of term (Friday 16<sup>th</sup> December 2022 between 3 pm – 5 pm)

All children our welcome to join the party, 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



### Important School Information

**If your child is born between 1 September 2018 and 31 August 2019, they would normally start reception class in September 2022. You must apply before 15th January 2023 even if you wish to delay or defer their start in reception. You can apply online at [Education.hackney.gov.uk](https://education.hackney.gov.uk).**

Useful link: [education.hackney.gov.uk](https://education.hackney.gov.uk)

### 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>

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

Welcome to Sunshine Room

We would like to give a warm welcome to our new baby Nala that has enrolled at Rooftop nursery and has settled into Sunshine room.

### Me, Myself, and I

The practitioner focused on the topic, 'Me, myself, and I' and 'Transport' for the children to explore and have a better understanding about their self and their surroundings. The practitioner decided to support the children by giving them different activities that relate to their interests to another level and through that, they also learned what they like to play. The children learned about their facial features and explored their sensory side even more. They also learned about different colours, sounds, and textures. The children really enjoyed themselves and the practitioner was able to support them to the best of their ability.



### Learning about their faces

#### Personal, Social and Emotional Development: Sense of self

In Sunshine room, we explored body parts as it allows infants to begin to learn and recognise parts of the face. Naming and pointing to body parts will help children reach an important language development, simply by repeating the names of the body parts. It will help the children to understand where their mouth is, even if the child can't yet say "mouth". They also learn the characteristics of the people they see and interact with the most. Sunshine room children participated in an activity to identify body parts which allows them to start developing a sense of body awareness. The practitioner prepared an activity by arranging a song, head, shoulders, knees, and toes. She also had a doll to demonstrate where the features are by pointing and naming each part. It helped Romy, Orlando, and Siena to



It helped Romy, Orlando, and Siena to **respond to their own name and enjoy finding their own nose, eyes, or**



tummy as part of interactive games, by simply repeating the names of the body parts. This will teach and help children understand where their own facial features are, even if they are not able to name them yet. The practitioner pointed at the doll's ears and repeated the word 'ear'. Siena watched and listened, she then copied the practitioner by holding her right ear, saying "ear", which she repeated a few times. Orlando learned the name through mimicking, when the practitioner clapped her hands, he copied by joining his hands together. Romy engaged in moving her legs as she listened to the songs.

### Roadmaking with cars and paint

#### Physical Development: Moving and handling

Sunshine room children took part in an activity that involved hand-eye coordination. The practitioner prepared the paint, cars, and a large white paper



for the children to use their imagination to make marks using the cars. The practitioner supported the children by holding their hands and guided them to the car for them to then roll their cars up and down. Siena did really well and used her fine motor skills to roll the cars around the paper and make a beautiful and colourful road. She was so engrossed in the activity that she started singing and moving her hands around. Cesar didn't really want to touch the paint or the car as he was encouraged by the



practitioner and enjoyed looking at his peers making their colourful roads instead. Romy also enjoyed herself as she dictated to use her hands to spread the paint around the paper. Overall, the children enjoyed exploring the paint and using their hands to feel the texture as they enjoyed the sensory experience of making marks with the paint. The practitioner will continue to support the children with their physical development and with their gross motor skills.



## Farm animals/Children's interest

Sunshine room was able to focus on learning about farm animals and the different sounds the animals make. The children were able to have a better understanding of the animals they hear in nursery rhymes. This theme supported the children to expand on their understanding and to be able to build their imagination and their listening and attention. The practitioner provided activities such as learning about different animal sounds, making craftwork of a few farm animals, reading stories using props, messy play, and many other activities. The babies absolutely enjoyed this theme as they were happy taking part in all the activities supported by the practitioners.



### Learning the sounds of farm animals

#### Communication and Language: Speaking

Teaching farm animals to babies is a great opportunity to learn about the importance of recognising animals, and [using sounds in play, e.g., baa for sheep](#). The babies were able to mimic and respond to actions as the practitioner prepared an activity by printing out pictures of farm animals and nursery rhymes such as 'Old MacDonald had a farm'. The practitioner supported all the children to sit in a circle and infants who is able to walk, came and sat down on the colourful mat, whereas babies who could not yet walk, were supported by the practitioners to sit all together. The practitioner showed pictures of farm animals and sang a nursery rhyme. Cairo and Orlando were copying the sound of the animals saying, "baa, baa" and "moo moo". Cairo and Siena became so excited, they both decided to stand up and act out in front of their peers. Boudicea was wiggling to the rhyme, and Romy and Cesar were happily shaking their arms and stomping their feet.



## Children in need/ Wild animals

Sunshine room children were able to focus on learning about children in need and continuing learning about animals which were next about 'wild animals'. We organised a pyjama party where the children were allowed to come into the nursery wearing their pyjamas with a contribution of £1 to help children in need.

### Pyjama party

#### Understanding of the world – People and communities

Sunshine room children took part in a pyjama party as they combined with the other children in Rainbow room and other practitioners. Some practitioners and children came in with their pyjamas ready to eat and dance together. The younger children such as the babies may not yet have an





understanding of the purpose of coming in with their pyjamas. Therefore, we combined together for them to observe and form relationships as they start to **show curiosity and interest in other people**. The children were able to eat and dance to their favourite songs and enjoyed the party as they were all happy.



## **Storytelling**

### **Personal, Social, and Emotional Development: - Making relationships**

Sunshine room children took part in listening to a story. Stories have so much to offer, as it develops listening and communication skills by **drawing others into social interaction through calling, babbling, smiling, laughing, and moving their bodies**. It improves concentration, brings experiences alive, and creates a sense of wonder in babies and children. Siena showed interest in one of the books called 'Playful pets'. The story is about



waggy the dog as he enjoys a fun game of hide-and-seek with all his playful pet friends. Siena, Nala, and Bobby all three engaged in the story

as the practitioner was reading and making animal sounds. Siena started to mimic "woof", "woof", and "miaow". Bobby heard her peers making animal sounds and also started to say, "woof", "woof". Nala was quietly observing her peers as they were acting out.



## **Bonus Class**

## **Yoga**

### **Physical Development: Health and self-care**

Sunshine room took part in Yoga with the practitioner's support. The practitioner got all the children to lie down on a cushion and then started breathing in and out. The practitioners also did some stretches with the babies where they had the opportunity to move their bodies, especially their arms, lifting them up and down whilst laying down. This helps babies to **express feelings and communicate through gestures, facial expressions, movements, body language and vocalisations**



(such as joy, distress, frustration, and fear). Cesar, Orlando, Romy and Boudicea were the only ones participating in this activity while Siena and Cairo were more interested in exploring the room and playing with their own choice of activity. The babies were able to improve their gross motor skills and physical development. The practitioners will continue to support the babies to explore more about calmness and learning about their bodies.



## Tiny mites

### Communication and Language: Listening and attention

Sunshine room children took part in our additional bonus session called 'Tiny Mites'. This session is held by a lady called Tracy who comes into the nursery on Mondays every two weeks. She introduces different songs with actions, props, and puppets to the children.



'Tiny mites' have all the additional benefits such as language development, social development, listening skills, and building self-confidence, as the children are given the opportunity to interact with puppets. Nursery rhymes are simple and fun, and all children love them. Playing with puppets is one of the most educational activities babies can be exposed to.

Cairo, Siena, Romy, Bobby, and Nala all enjoyed and engaged in this activity. They listened to familiar sounds, words, and fingerplays. Siena and Cairo were clapping and moving to the rhythm as Bobby, Romy and Nala watched their peers and practitioners clapping and singing to the nursery rhymes. Lastly, 'Tiny Mites' had bubbles which all the children enjoyed.



Cairo and Siena stood up on their feet trying to catch bubbles. Bobby shuffled herself towards the lady who had bubbles in her hands and tried to pop them which landed on the carpet. Nala was sitting on her mother's lap and had her two fingers in her mouth for comfort but when she saw bubbles in the air Nala took her fingers out from her mouth and tried to catch the bubbles. Bubbles are also an excellent way to help babies or toddlers develop visual skills by popping the bubbles with their whole hand, fingers and feet developing their hand-eye or foot-eye coordination. These early movement experiences form the basic building blocks of catching and popping.



# Rainbow Room

## Welcome to Rainbow Room

### Important School Information:

The admissions process for children aged 3 and 4 (born between 1 September 2018 and 31 August 2019) opened on 1 September 2022 who will start reception class at primary school in September 2023.

All parents should apply online before midnight on Saturday 15 January 2023, even if your child is already in the nursery class.

Useful link: [education.hackney.gov.uk](https://www.education.hackney.gov.uk)

**Book Bags: Changed weekly every Tuesdays or Thursdays**

## Pumpkin Week & Diwali

As the children have come back from their one-week half-term holiday, they have taken part in a pumpkin party at the beginning and end of the week where some children can come in dressed up if they wanted to. The children have taken part in different activities such as exploring and carving a pumpkin, and we have also focused on the topic of **Diwali** which is a Hindu festival of lights. The children took part in decorating a craft Diya. As it was Bonfire Night, the children also watched the sparklers outside and learned about safety and the dangers of fire.



### Decorating Diya's

#### Expressive arts and design / Creating with materials

The children took part in decorating a craft Diya and the following children, Chiara, Idris, Israa, Leo, Nahya, Leziah, and Safwan participated. The children were first shown what a Diya is and talked about Diwali and explained to the children that it is a Hindu celebration of lights. The children were shown a Diya (candle holder) and were each given a card shaped like a Diya. The practitioner gave the children a choice to choose which coloured card they would like and provided resources such as PVA glue and some decorating resources such as sequins, shiny paper, gems and glitter. The children were given the opportunity to independently explore and decorate their craft work by using glue sticks to spread the glue around their card and then decorate it with their own choice of resources, [using tools for a purpose](#). After the children were finished and felt happy with their craft







work, they were told to place their cards on the drying rack placed in the corridor area for them to try. The children then went back into the room as the practitioner placed some items on the table for the children to explore such as bangles, cultural bags, pictures of people celebrating Diwali and other props. The children really enjoyed putting on the different bangles during play and shaking their arms as they enjoyed the different sounds the bangles were making.



### Exploring a pumpkin

**Mathematics** The children took part in exploring a pumpkin and this involved Nahya, Leo, Sariyah, Idris, Israa, Le'ziah, and Kymani. The practitioner showed the pumpkin to the children as she held it up and asked the children if they think the pumpkin is 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 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.



### Pumpkin party

#### **Expressive arts and design/People and communities**

The children in the morning and afternoon took part in a pumpkin party and the following children, Idris, Le'ziah, Safwan, Nahya, Chiara, Lamia, Nora, Olivia, Kymani and Simone participated. The children were given the opportunity to come in dressed up if they wished for the party. The children were fascinated by the decorations that were set up around the nursery and took part in having some snacks. After the children have finished eating their snacks, they took part in dancing to some music where the practitioner played different music for the children relating the theme. The practitioner played Autumn songs and also child-friendly spooky songs. The children really enjoyed dancing and imitating actions to the 'Halloween stomp' music where they were stamping their feet and pretending to be different characters. The children **remembered and talked about significant events in their own experiences** as some children



were telling the practitioners about trick or treating **as they enjoy joining in with family customs and routines.**



## Autumn

The children took part in activities exploring and learning about Autumn and what happens during this season. The children were mainly able to explore during outdoor play as they are able to observe the changes in the weather such as the weather becoming more colder, windy, and rainy. As we have two trees outside, the children are able to notice the changes such as the leaves falling off the trees and the changes in colour. This gives the children a great opportunity to discover more about the world around them, and develop their mathematics, sensory benefits, understanding of the world and even literacy skills. During outdoor play, the children notice and find natural objects such as pinecones, acorns and conkers and we have talked about autumn animals such as squirrels, hedgehogs, foxes, and owls.



### Leave printing

#### **EAD – Creating with materials**

Chiara, Andreas, Nahya, Le'ziah and Israa all participated in a painting activity where the children used the leaves they collected from outside. The practitioner first talked to the children about the season of Autumn and what happens during this time. The practitioner showed the children the leaves that they have collected and talked about the different shapes, sizes, patterns, and colours of leaves. The practitioner placed in the middle different coloured leaves and talked about the process it goes through when changing colour such as from green, to yellow and brown and also mentioned that leaves can be different colours such as red or orange. The children then took part in dipping their leaves into paint and then stamping them everywhere around a large piece of paper to form different prints and marks.

This gave the children the opportunity **to explore colours and how colours can be changed**, as we had the colours green, yellow, and red paint for the children to use. As the children mixed up the colours, one of the paints turned brown and the children were able to observe this Nahya said to the practitioner, “look, it’s brown as she was the first one to notice the change”. Some children used a paintbrush instead of dipping their leaves in the paint and painting on top of the leaves. The children also enjoyed getting their hands covered with paint by painting their hands and then stamping their hands around the paper to make marks.





The children continued with the topic of Autumn so that they gain a better understanding of the world around them and the changes they experience during this time of the season. Therefore, the children continued to take part in activities relating to Autumn. The children also took part in a pyjama party part as 'Children in Need', as some children and staff came in with their pyjamas on and donated a pound for charity.

### Pyjama party

#### Understanding the world – People and communities

The children in the morning and afternoon took part in a pyjama party where they came into nursery with their pyjamas. The children were feeling excited as



they also saw the practitioners wearing their pyjamas and the children were talking and showing each other their pyjamas. The practitioner explained to the children that 'we normally wear our pyjamas when getting ready to sleep but this day is a special day, where we are allowed to wear our pyjamas at nursery and take part in a party. The children took part in having some snacks as they all sat down around the table to eat and then participated in some games when they were finished. The children first took part in dancing and requested some songs and asked for the 'gummy bear', song. The

children had fun dancing to the songs, imitating some actions and jumping up and down, holding each other's hands. The children took part in a game of playing musical chairs as the practitioner introduced it to the children and demonstrated to them how to play. They **enjoyed joining in with moving, dancing and ring games.**



## Tiny Mites

### Communication and attention – Listening and attention



The children took part in 'Tiny Mites' and the following children Kymani, Leo, Le'ziah, Safwan and Nahya participated. The children really enjoy this session as they were engaged and were able to listen to simple instructions. Tracy (our new tiny mites teacher for this term) first introduced the puppets to the children as they all took part in a song and shouted out their names when asked. During this session, the children focused on colours as they were shown four colours which were 'green', 'yellow', 'red' and 'blue'. Tracy asked the children to look around the room and see if they could find the same colour in the room. Nahya and Kymani did well as they were able to speak out

loud and pointed to the colours that were shown. The children were also introduced to some songs with props and one of them was a 'zoo' song where the children were shown pictures of different animals and made animal sounds. Towards the end of the session, the children again had bubbles as they sang a goodbye song and enjoyed singing, dancing, and imitating movements to action songs.



## French

### Communication & Language – Speaking



Lamia, Nora, Olivia, Kymani, and Simone took part in a French session in the morning. The French teacher (Debbie) first introduced herself to the children and used a teddy to ask the children their names. Some of the children were shy to recall and some of them were confident at trying and repeating after Debbie saying, "je m'appelle" (my name is) and then saying their names at the end of the sentence. After introducing their names, the children sang a bonjour (hello) song to feel welcome and used actions to help them understand some of the words by extending their vocabulary, especially by exploring the meaning and grouping and naming, sounds of new words. The children recapped some of their numbers up to 5, 'un' (one), 'deux' (two), trois (three), quatre (four), and cinq (five) and learned their colours such as 'rouge' (red), 'orange' (orange), 'jaune' (yellow), 'rose' (pink), 'violette' (purple), 'vert' (green) and 'bleu' (blue) by using different coloured scarfs to support them and they also played a parachute game. They were all given a scarf each to wave in the air once they hear the colour they were holding in the French song. The children focused on naming and learning body parts as they learnt the song, 'if your happy and you know it' and 'head, shoulders, knees, and toes in French. The children ended the French lesson by singing a goodbye song and bubbles. All children maintained their attention, concentrated, and sat quietly during this session.







### **End of year Party**

Friday 16<sup>th</sup> December (3pm to 5pm)  
Nursery closes at 5pm

### **Last day for term time children**

Friday 16<sup>th</sup> December 2022

### **Last day – Nursery closes at 4pm**

Friday 23<sup>rd</sup> December 2022

### **Inset Day**

Tues 3<sup>rd</sup> January 2023

### **Nursery Re-opens**

Weds 4<sup>th</sup> January 2023

### **Nursery Re-opens for term time children**

Mon 9<sup>th</sup> January 2023

### **Half Term – Term time children**

Mon 13<sup>th</sup> February to Friday 17<sup>th</sup> February 2023

### **Mother's/ Female Carer's Day**

Thursday 16<sup>th</sup> March 2023 (8.30am to 11am)

### **Parent's Afternoon**

Fri 10<sup>th</sup> March 2023  
9am to 11am, 2.00pm to 2.30pm and 5.30pm

### **Easter Holiday for term time children**

Last day Friday 31<sup>st</sup> March – Re-opens 17<sup>th</sup> April 2023

### **Easter Holiday**

Last day Thursday 6<sup>th</sup> April – Re-opens 17<sup>th</sup> April 2023

### **Eid Holiday**

Around Friday 21<sup>st</sup> April (To be confirmed)

### **Inset day**

Friday 28<sup>th</sup> April – Inset Day