



End of year party

A big thank you to our dear parents and carers for sending your children to our end-of-year party and for kindly bringing in food and drinks for everyone to share.

The children had a fantastic time and lots of fun engaging in musical bumps, passing the parcel, and eating the delicious food as well as the lovely gifts that were given to the children. It was a great afternoon with lots of fun entertainment and activities! A special thank you to our nursery cooks for serving the yummiest food!



A huge thank you to the manager Hafiza for the lovely gifts bought for all the children. We hope all parents enjoy opening them with your children!





Food play

Physical Development: Health and self-care

To support the children's [willingness to try new food textures and tastes](#) we carried out a variety of activities for the babies to explore their senses. Some children have recently not been eating during snack and lunchtime. To try and encourage the children to taste new foods we planned a week of food tasting activities such as, exploring porridge, boiled potatoes, pasta and mixed vegetables and we also made some cinnamon muffins.

The Sunshine room children were presented with whole boiled potatoes, they were encouraged by the leading practitioner to use their senses to feel, smell, taste, and hold them as we described simple things such as the shape, colour, and temperature.

The children were encouraged and guided with how they can squash the boiled potato to form mash using their individual cutlery. Max and Flynn attempted to join in, using wooden spoons and plastic forks to push and squash the potatoes in the tuff spot. Max, Juliet, Marley and Flynn all ate some mash from their forks using their sense of taste and the practitioners described the texture such as "soft, smooth, cold" using simple words. This supported the children's speech and language as they learned [new words](#) and others are beginning to put [two words together](#).

Another planned activity was porridge play. The practitioner provided essentials for the activity such as oats and water, this allowed Sunshine room children to explore soft food which aimed to improve their [fine motor skills](#) whilst using their hands to hold objects such as spoons, small bowls, and cups with handles where the children can practice using their palmer and pincer grasp. Flynn held the wooden spoon with his left hand and stirred and tapped the porridge with it. Soul held the measuring cup with his hand and pressed the bottom of it onto the porridge. Luca held the whisk with his right hand whilst mixing and stirring the porridge. Phoebe used the wooden spoon; she stirred the porridge and she used both hands one at a time to hold her wooden spoon and then used her hands to taste the porridge.



Personal Development: Health and Self Care – Food Play



Throughout the following week during free play, we continued the children's interest. The children were provided with and explored various foods, to encourage the children to try new food tastes and textures and to explore the food through sensory exploration, using their hands and mouth.

The children used spoons and bowls as they watched the practitioner mix the ingredients together to make the right textures.

The toddlers even tried to help pour the ingredients into their bowls independently and mix them together, then using their spoon or hands to scoop and taste the food.

We supported the children to understand that some things are theirs, some things belong to others and some things are



shared by reminding the children which bowl belonged to each of them and which belong to others and encouraging them that germs are not for sharing, etc.

Although the children do not fully understand yet, repeating activities similar to this leads to them gaining further practice and understanding. We encouraged and prompted the children's independent skills and built on their sustained shared thinking by following their food play activities with a trip to the sink, to help the adult wash all the bowls and utensils that we used.

As we know the children really enjoy water play during the day, we combined the food play and water play activities together and encouraged the children to use sponges and water in the bathroom to clean up all the mess we made after having so much fun!

The practitioner supported all children and plenty of encouragement was given to try the 'yummy porridge' and we introduced lots of describing words throughout this activity

Physical Development - Soft play

Due to the very cold weather, we have had recently, the babies had reduced outdoor sessions therefore they were provided with indoor physical play. We had the soft play out which they all explored and always look forward to. Max and Flynn were excited when they saw the practitioner taking it out, they both ran onto the soft play and



fell forward onto the large pieces as they dived straight into play. Luca and Soul climbed, balanced and bounced on the different sized pieces and also crawled over them whilst rolling around laughing. Some of the children also sat on one of the big pieces that are curved and used their imagination to form a seesaw motion as the practitioner sang the see-saw song, during this soft play session the children were able to [push, pull, lift and carry objects, moving them around and placing with intent](#)

We also took out the floor-based piano and the see-saws for the children to explore during their indoor physical play which Luca and Soul used well and have shown much interest in.

Christmas

This week we have been exploring the winter season further, creating and exploring various activities to support curiosity in the current season.

Making winter-themed playdough

Understanding the World: The world

During the week we implemented a messy activity in which the children made blue coloured playdough with a practitioner. The practitioner encouraged the children to add different ingredients into the bowl such as flour, blue powder paint, oil, water, and silver glitter this [promotes British values by allowing the children the opportunity to choose](#) which order to mix the ingredients together. We supported the children's speech and language ability by [using single words and making links](#) between the words and the object by using pointing and hand gestures. We chose the colour of the playdough to be blue as this is a colour associated with the cold winter alongside, white, red, green, and silver. This colour also matches the Christmas decorations in our room as this year we have chosen blue and silver.

The toddlers showed a lot of interest in this activity showing high levels of fascination and curiosity. Alongside the leading practitioner, they watched the ingredients being poured into the mixing bowl. The children were encouraged to [observe how the practitioner](#) stirred the ingredients together and was then prompted to do the same. The toddlers showed a willingness to participate and joined in, stirring the mixture together with the wooden spoon, holding it with a palmar grasp, and mixing clockwise.



Expressive Art and Design: Creating with materials

To support our children to **create using their own imagination and exploring with different materials**, we implemented an arts and crafts activity.

The children used PVA glue, glitter, and shiny paper clippings and stuck them as they desired onto their individual white paper. **Using their thumbs and fingers, they picked up the small paper** clippings after spreading the glue onto their paper stuck them down. The toddlers used their curiosity as they picked up the small sticking materials, gazed at them from various angles, turned the paper around, and then placed them onto their paper. They each **selected which materials and items they wanted to use**. Some children **showed a can-do attitude** and selected the glitter shakers to use during the activity. They were shown how to hold and use the glitter shaker, they picked **them up with their whole hand, gripped with a palmar grasp** and shook the bottle up and down, and watched the glitter fall from the small holes at the top. As they shook the bottle and realised that glitter is coming out, the children gazed intently, exploring, and noticing the small holes where the glitter was coming out from.



Mark Making

Physical Development: Moving and Handling

To encourage and teach our children to **hold crayons and paint pens using a palmar grasp making random movements** we implemented a mark-making activity. We encouraged the children to **select the mark-making tools they wanted to use** and to explore how they can make marks on the paper using the various tools and materials.

The toddlers did well, **using their whole hand to grip onto the crayons** and **make slightly controlled movements** with their arms, leaving marks on the paper. We supported the children to **make links by showing them snowy** and Christmas-related pictures from books and encouraged the children to draw them on their paper. We also watched our funny snowman dance on the table as the practitioner pushed its button to start the snowman's dancing and singing. **They showed excitement and joy** as they smiled and danced along with the snowman **moving their whole body** and pointing to the snowman as he sang.

Throughout the week, the children participated in Christmas-based activities including painting Santa, creating Christmas trees, and making winter shakers.



Painting Santa

Expressive Art and Design: Creating with materials

To support our children to **practice holding paintbrushes and to explore movements that leave marks**, we implemented a Christmas theme painting activity where the children used a picture of Santa clause from a book called 'Dear Santa' as a reference and **made marks on paper** with red paint and a paintbrush.

They showed a **'can do attitude'** and got involved, **picking up the paintbrush using a palmar** grasp and making random movements.

Painting Christmas Trees

Communication and Language: Understanding –



To support our children **to make links** and understand the concept of the activity, the children participated in another painting activity where they painted their own interpretation of a Christmas tree using the paint to paint their hands and form handprints onto their paper. This is to symbolise and represent the spikey leaves on a Christmas tree so that the painting looks similar to the real thing!



We put a small Christmas tree in the middle of the table that lights up and the children showed excitement as the lights were turned on. Some children smiled and clapped their hands together and the others **gazed and smiled with joy**.

Making Party Hats

Physical Development: Moving and Handling



In preparation for our end-of-year party, we painted and glued some party hats. We did this by painting strips of thick paper/card and then sticking glitter and snow onto them using cotton wool and our snow shaker on top.

The children remained focussed at the activity table, engaging in the activity for a long period of



time using the paintbrushes to stroke the sticky paint onto the strips of card and then using their **whole hands and finger and thumb to pick up the small sequins** and pull apart the cotton wool so they can stick them onto their hats.

During this activity, we promoted our **British values** by encouraging **democratic** decisions by prompting the children to **select and use whatever materials they wished** to use to create their party hats. They were free to choose and use **in their own way and think of their own ideas** on how to decorate.



Rainbow room

Animal and continents

Learning about animals and the natural habitat

Understanding the world- The world –

Teaching about countries and continents while using wild animals is a great approach as one of the children's main interests is wild animals. We used the animal figures and located their homes while learning the names of the continents and countries.

The children took part in an activity in which they learned about wild animals and the continents they live in. A practitioner set up a table with a Map and different types of wild animals. An animal was given to each child and while discussing their characteristics together they then located the animal's home.



The children showed **understanding of simple questions and that they can talk about some of the things they have observed such as plants, animals, and nature**. For example, Blaise demonstrated this understanding when the practitioner asked, "Where do you think the bear lives?" Blaise said, "The bear is living in the forest". Later during the day, the practitioner asked Blaise the same question and asked about sea lions; he said, "It lives on the ice".

Delia noticed that some of the animals live in 2 different continents, like the elephant is living in Africa and in Asia as well. When we talked about sharks, Helena said 'The shark is living in the ocean'. When the practitioner asked, "Can the ostrich fly?" Helena said 'No, it is running fast'.



Colouring and Decorating animal masks

Physical Development- Moving and Handling

The children took part in art and craft activities where they decorated animal masks. A practitioner set up a table with lion, tiger, and giraffe masks, the children were given a choice of which animal mask they would like to decorate and afterwards moved on to spreading glue on their mask. The children decorated their masks with different materials, such as feathers, glitter, googly eyes, and sequins. This activity allowed the children to **transform the effectiveness of their action on materials and resources**.

As a follow-up activity, the children wanted to do some colouring, therefore, they coloured in pictures they created using their imagination along with visuals of their desired animal. During this activity, the children showed that they are beginning to **use three fingers** when holding a crayon or pencil and practiced using their tripod grasp.

Language group

Communication and Language- Listening and attention/ Speaking

The children took part in a language group session where we looked at different animal cards. The practitioner set some cards up on the carpet and explained to the children that they will all pick a card one by one and will have to talk about the animals that they see. During the session, the children **showed understanding of 'What, where' questions** and were able to say 1-2 sentences about their cards. Blaise picked a rabbit and said that it lives on a farm and eats grass. Delia picked the parrot and said that it can fly, and it is green. Anu selected a giraffe and said it has a long neck and it lives in the jungle. During the session, the children showed good attention and listening skills as they were able to wait for their turn to speak.



Winter

Wintertime is always a big talking point for children in the early years as they begin to notice many changes in the environment such as frost, ice, and fog.

Winter crafts and activities allow children to make sense of what is happening in the world around them through the season and also allow them to broaden their knowledge and skills meeting many EYFS milestones and goals.

Decorating winter hats

Expressive Art and Design - Creating with materials



The children took part in a craft activity where they decorated winter hats. A practitioner prepared the resources, such as some sequins, glitter, glue, pom poms, and we used paper plates cut in half for the hats. During the activity, the children **continued to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression**. For example, Luna picked up the glue stick with one hand and started spreading the glue onto the paper. She smiled while doing this. She then picked up a handful of coloured sequins and sprinkled them on her paper. Ziggy smiled and copied her actions, **showing friendly behaviour**. Dylan looked up at the adult and said 'wow' while also picking up a handful of sequins. Ada was very proud of his work; it was evident when he showed his friends and the practitioner and said 'look at mine' pointing to his paper. He also showed that he can **understand simple questions**, for example when a practitioner handed him a shiny strip of paper and asked, 'Do you want to stick this on your paper?', he reached out and said 'Yes'. During the activity, it was apparent that the children know how to use different materials to create something that represent their interests.

Feeding the snowman



Physical Development – Moving and handling

The children participated in an exciting activity, called 'Feed the snowman'. A practitioner set up a poster box and stuck a snowman onto the front. The children had to use tweezers to pick up white tissue papers and post them inside the box. The practitioner also added other objects among the tissue paper and explained to the children that the snowman only eats snow which was represented by white tissue paper. By adding the other objects, it allowed us to observe whether the children can **follow instructions** accurately.

During the activity, the children showed an **increasing control in holding, using, and manipulating tools and objects such as when picking up the tissue pieces with tweezers**. Using the tweezers also gave them the opportunity to improve their hand-eye coordination and fine motor skills.



The children also demonstrated that they could **initiate conversation** when playing. For example, Anu said to Blaise "I am using the green tweezers". Blaise then shared with us that he has a green Christmas tree and a small snowman at home.

Decorating ice sticks **Communication and language - Speaking**

The children took part in an activity which was painting winter ice sticks. During outdoor play we noticed that some of the plants and leaves were icy, so we set up an activity that represented a similar scenario. When Blaise saw the activity table, he smiled and said, 'I want to make one please'.

Helena joined in with the activity and when she finished decorating one, she said 'Look at my one, 'while holding her glittery stick up. Then she said, 'Can I make another one?'. While Dylan glued his stick some of the glue went on his fingers, he held up his fingers to the adult and said 'stuck', this showed that he has **learned new words rapidly and can use them in conversation**.

Lowen picked up a stick with one hand, he started banging the stick on the table making a sound, Blaise smiled and copied his actions, **demonstrating friendly behaviour**.

Thomas showed **single channeled attention** while decorating his stick then he said, 'Where Is my stick?' the adult pointed to Thomas's stick. He laughed and said, 'oh yeah'. During the activity some of the children showed that they **use gestures, sometimes with limited talk**, for example, Amaya said 'more' reaching out for the glitter with both hands.



Decorating Christmas tree's - Expressive Art and Design - Creating with materials



The children decorated their Christmas trees using green paper which was cut into small triangle shapes and used sequins to decorate them. The children sat around the table and the practitioner showed them a visual that the children could follow. During the activity, the children showed that they can **assert their own ideas and preferences and take notice of other people's responses**.

Delia said to her peers "Look, I got a star on my tree", Ameenah continued the conversation by adding "Look, I'm making my star". This then led the children to talk about their Christmas trees at home, the colours of different baubles, and their presents from Santa. They demonstrated that they could **recall and**

talk about past experiences. For example, Luna said, "I got a big present from Santa; he's coming down the chimney". This activity also allowed us to talk about different shapes, such as the green triangles that we used to form the children's Christmas tree or the round/square/star-shaped sequins.

As a follow-up activity, we set up a sensory bin with tinsels and baubles. We also added three different-sized boxes that we used to count the baubles in them. The children had to count 5 baubles into the big box, 4 baubles into the medium-sized box and 3 baubles into the small box. The children



covered their eyes and put their hands into the tuff spot and while moving their hands around the tuff spot they picked out the baubles. The practitioner asked the children 'How many have we put in the middle-sized box'; Ada and Helena showed 4 with their fingers which showed that [they began to count on their fingers](#). The children put some baubles into the boxes then we counted them together to check if we have the correct amount in them (5,4,3).

Rainbow room children also made Christmas sensory bottles. An adult prepared the activity by getting green glitter, coloured sequins, water, bottles, and green food colouring. Delia, Dylan, Gene, and Ameenah took part in the activity. The adult handed each child their own individual bottles and they engaged in the activity with great focus and attention as they were required to use their hand and eye coordination. The practitioner picked up a handful of sequins and filled it up her bottle. Delia observed and said, 'Can I have some too?'. She pinched a handful of sequins and started filling her bottle then she emptied it. Ameenah, Gene, and Amaya followed her and filled their bottles as well. Next, all the children added water and with the adult supervision green food colouring as well, making it look like a colourful Christmas tree. Gene said, 'Look at mine Seema', holding up his bottle and shaking it very proudly after accomplishing what he had set out to do.



Bonus classes

Yoga

The children took part in Yoga academy (yoga session), they started the session with their regular warm-up, such as stretching their arms up and moving them side by side and doing different poses (mountain, flamingo, butterfly). Next, the Yoga teacher asked the children what their favourite thing about the winter holiday and Christmas is. The children said, 'Christmas tree', 'Presents' and 'Santa'. Thomas then said, 'I got a present from my cousin', demonstrating that he [can recall past experiences](#). The children then all stood up and as we celebrate Christmas, they practiced doing the tree pose. The yoga teacher gave them a star that they had to pass to each other, hold above their head and try to do the tree poses, looking like Christmas trees. It was a great challenge, well done everyone!



She then asked the children 'What is falling from the sky in winter?' the children said 'snow'. Next, they used their fingers and wiggle them while slowly banding down, holding their pose at the end. After, they pretended that they are Santa who wiggles down the chimney. While doing all the new poses, the children showed that they can [change positions from standing to squatting and sitting with little effort and move in a range of ways](#).

French session:

The children participated in a French session this week. Debbie introduced herself and said 'Good morning' to the children with her teddy bear Delia shouted with excitement 'hello' in French while waving one of her hands, [showing friendly behaviour](#). Dylan smiled and reached out his hand to touch the bear.

During the session, Debbie introduced some Christmas songs in French. The children used different coloured egg shakers while dancing to 'Jingle Bells' and 'We wish you a Merry Christmas'. Gene picked a green one and said 'I have a green one' holding it up to his peers. Helena picked one from the bag, held it up, and said, 'Look at my one'. The children [enjoyed the rhymes and demonstrated listening by trying to join in with actions](#). For example, Amaya smiled and turned round in circles while shaking her shaker. Ziggy picked out a yellow one and also started shaking it with one hand.



Star room

Polite Reminder

As the temperature continues to drop, please could you ensure that your child/ children are wearing suitable outdoor clothing and winter coat including hats, gloves and scarf. We will continue using our outdoor provision during winter months so it's really important for all the children to stay warm and cosy.

Birthday shoutout:

Happy Birthday to **Yunus, Danessa-Mai & Alba**

Welcome to Anu and Blaise who have recently moved into Star room. The transition has been very smooth. Akki (room Leader/ Key person) went and spent some time with both Anu and Blaise in Rainbow room and tapped into their play, she used transition books to help build their understanding of Star room and our routine beforehand. The children then got the opportunity to go and spend some time in Star room in order to develop an attachment with their new key person and socialise with children.



Physical Development: Health and Self-care:



After speaking to parents and following some observations carried out during mealtime, we have identified that some children are slightly hesitant **to try new textures** or certain food at nursery especially foods that are both moist and dry. Therefore, we felt it would be a good opportunity to revisit our food theme which we did back in October and explore different ways to teach children how to eat healthy foods.



Here are some of the activities that the children took part in making their own sandwiches, making smoothies, bread making, exploring food through messy play where they can explore both cook and uncooked food. Our aim was to encourage the children to become more **willing to try new tastes and textures** during play and mealtimes.

The very first activity we carried out with our children was sandwich making. The children were given a selection of filling to add to their sandwiches such as grated cheese, butter, cucumber slices, lettuces, and sweetcorn. Star room children did such an amazing job as they showed a **can-do attitude** and developed some life skills. This was a great way to encourage their **independence**, **practice fine motor skills**, and **foster self-confidence** as this has been observed in Star room. Star room children **followed the instructions** given by adults very well as they used the stainless-steel butter knives to spread the butter across the bread, the children then added their choice of filling and put the second piece of bread on top. All the children took their sandwiches home and enjoyed them with their loved ones.

Making Smoothies

While making fruit smoothies, the children were given the choice of which flavour smoothie they wanted to make. All the children decided to use strawberries, bananas, and apples. Star room continued practicing their skills by using stainless-steel butter knives and individual chopping boards, in order to cut their fruits into small pieces with minimal adult support.



Once the children had finished chopping the fruit, we encouraged them to take turns adding the fruits into the blender. One by one they each took turns to press the button as they learned how to **operate simple equipment** and **learned to use some kitchen equipment's safety**. The children were fascinated as the moist fruits turned into liquid.

Furthermore, we carried out another exciting activity which was bread making. Bread making can be a delicious, healthy, and educational experience for the children and what can I say,



Star room children absolutely loved it. The children helped gather and [weigh the ingredients](#) together such as flour, yeast, a pinch of sugar, and salt. We combined all the ingredients in a large bowl and mix thoroughly to make a soft dough. Star room children loved getting their hands messy, further [strengthening their hand muscles](#), and practicing their [hand-eye coordination](#) skills as they kneaded the dough and moulded their dough into their desired [shape and patterns](#).

With all these food-related activities we have carried out over the last few months, we have started to see children making a lot of progress. Some children have now built the confidence to try a few different textures of food that they hesitated to do so before. So, I'm extremely proud of all those children who overcome these barriers.

Hannukah - Understanding the world

Star room children have been busy learning about Hannukah which is the Jewish festival of light. They learned about all kinds of communities and cultures to develop a sense of identity and what makes each of us so special. We looked and learned about the [similarity and differences that connect and distinguishes us from others](#) which is part of people and communities within the EYFS curriculum

We started off by reading about a king in a country called Syria. The children learned some keywords like 'menorah', which is a special type of candle holder, and that one candle is lit for each day of the festival. The children made their own menorah using play dough in which they were encouraged to use a range of [sense skills to create shapes](#) of the candle and the star of David.



Independent skills

We have been empowering our children by learning one of the key skills for life, independence, both in relation to their problem-solving skills and actions. Star room have developed their confidence through a range of opportunities to try new things and test their abilities with a lot of positive reinforcement. For example, our children are now more confident when putting their coats on using the magic flip method without any support from the adults. As well as our butterfly and mountain shoe methods has been a huge success. Most Star room children can wear their own shoes the correct way and correctly identify if their peers have worn their shoes the wrong way and guide them.



We have also been learning some of our golden rules in Star room such as being gentle, looking after property, being kind and helpful, tidying our toys away, and doing good listening. The practitioners have been supporting the children by ensuring the children continue developing positive relationships through respecting the environment and the equipment provided to them.



Christmas week

It's the time of the year where all the magical lights and decorations come to life, just like a fairy tale. The children showed high energy and fascination upon discovering ice during outdoor play. It was great fun investigating the ice, feeling the texture and temperature as well as having the endless opportunities to stimulate their play through physical and cognitive development and having an awareness that they need to adapt their behaviour in this new slippery and less safe environment.

Following on from exploring ice on the outdoor play we created our own ice with some winter-related ornaments and animals for the children to investigate and explore, but first, we had to break it up so we could get it out! This led to lots of discussions about cold places and which animals live in cold environments.

Literacy development: Writing to Santa

The children were keen and eager to write their letters to Santa. This has encouraged them all to do some fantastic writing and they have been very proud of the marks and letters they have made. We had so many letters and drawings that we encouraged the children to post in our special post box. We provided lots of opportunities for the children to experiment with writing they were excited about writing a letter to Santa. The children have also begun to understand that what they are writing carries a meaning.

Creating Christmas tree's

Expressive Art and Design: Creating with materials

The children have been showing a lot of interest in Christmas trees and the decoration in the rooms, therefore what better way than to allow children to make their own using the resources of their own choice such as paints, glitters, sequins, and feathers. [The children-maintained focus and on the small details](#) as they carefully created handprints on the paper plate then moved on to adding the glitter and sequins to make their tree shiny and sparkly. The activity inspired the children to engage in open-ended conversation and share their thoughts. Here are some conversations which took place during this activity. Rafal showed interest in the colourful sequins and said, "it's shiny like my Christmas tree I want to use the sequins". Eiliyah said "do you put a lot of decoration on your tree?" Alba replied saying "yes lots and lots of colours I love it".



French

Star room children's French sessions seemed to get more and more exciting! The children sat down and said Bonjour to Debbie, showing that they are able to **respond to simple instructions, e.g. to get or put away an object**, as the children show a great awareness of the language change when entering the session.

The children sang the hello song first with the actions, they said bonjour, and sang along with the music in the background.

This term we focused on learning the following songs in French 'fet, Apol and Janot, pea' which means head shoulder knee, and toe, and 'Frere Jacques, Frere Jacques, Dormez-vous' To make the session more fun we sang the song in high and low tune.

Moving forward. Debbie introduced some keywords relating to the season winter and Christmas using ornaments. The children got to learn and pronounce how to say cold, rain, star, trees, snowman, reindeer, snow, and wind in French. Another eventful activity we did with Debbie was the musical dancing session using shakers and bells, whilst Debbie played the music the children played their instruments along with Debbie.

At the end of each session, all the children who took part in French get to take simple worksheets home to complete



Bonjour



Nursery Re- opens

Wed 5th January 2022

Easter Holidays

Last Day Thursday 7th April – Re-opens - Wed 20th April

Fri 15th - Public Holiday

Mon 18th April – Public Holiday

Tues 19th April – Inset Day

Review us

We would like to take this opportunity to thank you for choosing Rooftop Nursery as your childcare provider, we hope it has been a pleasant experience for you and your child.

We would greatly appreciate it if you could kindly, please take a moment to review our nursery so that we are able to promote our services to other parents and families.

Ottaway <https://goo.gl/maps/1sGwLz2R6nc1aAdW7>

Brook <https://goo.gl/maps/hQrp23ouxaMXy3KY8>

Comments/ Suggestions

Please feel free to email us any suggestions/comments you may have to office@rooftop-nursery.com

Name (optional): _____

Date: _____