



Welcome back and a Happy New Year!
A warm welcome back to all the children, parents, carers, and staff! We hope you had a wonderful break. Rooftop Nursery would like to wish you all a happy New Year. We hope that your new year is off to a good start.



Inset day training

This Inset day our staff training included a workshop and presentation carried out by Hafiza Bhaiyat to support staff with using the 'Curriculum', enhanced provision, and characteristics of effective learning and how to support children and monitor their progress from their baseline and scaffold and extend on their learning.

Our inset day is designed by our manager who ensures that each training session is in detail, explained thoroughly, understood and is inspiring, staff have enough opportunities to share good practice, practice what they have learnt through group discussions and exercises. Our inset day learning outcomes was:

- ✓ What is the learning curriculum
- ✓ What is a continuous provision – enabling environment?
- ✓ What is an enhanced provision – and how these supports extending and scaffolding on the children's learning
- ✓ Understanding common play behaviours in children and practitioners can extend this with children.
- ✓ What is 'Transient Art'
- ✓ Birth to five matter- COEL (Characteristics) and the unique child
- ✓ Understanding how to plan for children.
- ✓ How we support 'Cultural Capital' and what this means in our setting
- ✓ How we support 'British Values' within our setting
- ✓ Sustained shared thinking – Shrec approach – Quality interaction with children and building positive and meaningful relationships with children.
- ✓ Quality assurance monitoring - Learning and development using Ecars as a tool to monitor quality within the setting.



Inset Day

We had our inset day on Tuesday 2nd January. Our Manager Hafiza collected all the staff's opinions on what support they felt was required and what they required training on. This inset-day staff training included a workshop and presentation by Hafiza Bhaiyat and Aklima Begum on **the curriculum, set up, and transient art**.

A presentation was also delivered by Shahanaz Begum our area SENCO and Niamh an SLT professional from the education authority on **Language group sessions**. A presentation was also carried out by Peri and Charnelle on 'A creative set up'.

Below are some comments made by the staff:

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"How to use the attention bucket successfully".

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"I learned What continuous provision is and how to implement British values".

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Everything taught was very useful. Excellent training

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How to use the attention bucket successfully

Language group - The language group presentation focused on connecting and creating friendships with SEN children. This included a demonstration on what the attention bucket is and how to introduce it to the children using demonstrations and roleplay.

Curriculum:

The curriculum consists of three sections: intent, implementation, and impact. These three sections are what each member of staff needs to understand and consider before working with the children. It is important to have an effective set-up.



Setting up

As part of daily setting up for all children toys used must be arranged excitingly, this can be done by using leaves, decorations, or platforms to elevate certain toys and objects, different examples were shown and explained to all staff.



Transient Art:

Transient art is about moving moveable natural objects to create an art piece. The objects do not have a fixed position allowing the children to be able to be creative and be able to constantly move each object creating different masterpieces. When children work on **transient art** projects they manipulate, explore, and experiment as they work individually or collaboratively on either large- or small-scale

Policy & Procedure / Top Tip for Parents

Mobile Phone and Electronic Device Use – in line of new OFSTED requirements on electronic devices within a childcare setting.

This policy refers to all electronic devices able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones, tablets and any recording devices including smartwatches. More and more devices are technically, capable of connecting us to the outside world.

Mobile phones and other devices that accept calls, messages and video calling or that record or any spy wear.

At Roof Top Nursery we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education.

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones, smartwatches and/or fit bits during working hours.

We use mobile phones supplied by the nursery to provide a means of contact in certain circumstances, such as outings.

This policy should be used in conjunction with our online safety policy to ensure children are kept safe when using the nursery devices online.

Staff and parents must adhere to the following:

- Mobile phones/smartwatches/fitbits are either turned off or on silent and not accessed whilst on the premises where we have children.
- Mobile phones should only be used in the office, staff room whilst on premises.
- All earpieces and devices must be off before entering the nursery rooms.
- Mobile phones/smartwatches/fitbits can only be used on a designated break and then this must be away from the children.
- Mobile phones/smartwatches/fitbits should be stored safely in staff lockers or **in a handbag or designated bag area in the staff room** at all times during the hours of your working day.
- No personal device is allowed to be connected to the nursery wifi at any time.
- The use of nursery devices, such as tablets, must only be used for nursery purposes.
- The nursery devices will not have any social media or messaging apps on them.
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age appropriate and safe apps will be accessible to staff or children using them.
- Passwords / passcodes for nursery devices must not be shared or written down.
- During outings, staff will use mobile phones belonging to the nursery wherever possible. Photographs must not be taken of the children on any personal phones or any other personal information storage device. Only nursery owned devices will be used to take photographs or film videos.
- Nursery devices will not be taken home with staff and will remain secure at the setting when not in use. If a device is needed to be taken home due to unforeseen circumstances, then the person taking this device home must ensure it is securely stored and not accessed by another other individual and returned to nursery as soon as practically possible.

Parents' and visitors' use of mobile phones and smartwatches

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, to ensure the safety and welfare of children in our care and share information about the child's day. However, parents and visitors are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children.

If you are found to be using your phone inside the nursery premises you will be asked to finish the call or take the call outside.

We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child.

Visitors are requested to leave their mobile phones or smart watches in the safety of the office where they will be locked away safely.

Parent Notices

- ✓ No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- ✓ Please provide a labelled bag with an adequate amount of spare clothes (underwear, trousers, socks, nappies, wipes etc.) Please feel free to label your child's clothing.
- ✓ Please return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, and hats.

- ✓ **If your child is going to be absent or late arrive after 9.30 am** Please call the office between **9.00 am to 9.30 am** to inform us of any absences or late arrivals.
- ✓ **Breakfast is from 8.05 until 8.50 am.** If you wish for your child to have breakfast, please arrive before 8.45 am.
- ✓ Please store buggies in an orderly fashion, do not obstruct the pathways. Please support us by **folding your buggies.**
- ✓ **Pick-up times:** Flexible pick-up time is from 3.30 pm to 5.45 pm Can parents please ensure you are here to pick your child up latest by 5.45 pm, as we have too many parents coming in together which delays feedback and closing the nursery on time.
- ✓ Please ensure you dress your children in clothes you do not mind getting stained or dirty as we have lots of fun and messy activities happening throughout the day.
- ✓ **Parents are advised for health and safety reasons to **NOT** bring in nuts (or anything containing nuts) into the nursery setting or around the premises. Some of our children have severe nut allergy and therefore cannot be anywhere near nuts.**
- ✓ **Online Banking:** We are kindly requesting parents who pay their fees online to check payments have the correct reference- i.e. your ***child's name***.
- ✓ **Parent e-mails:** We send out e-mails regularly to parents to notify everyone of events and updates. If you have not been receiving any emails, then please get in touch. Email: office@rooftop-nursery.com
- **Tapestry:** If you need support accessing Tapestry, please contact Antoinette
Email: office@rooftop-nursery.com

A reminder of the Bonus programs offered at Rooftop Nursery



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

Henry: Healthy Start, Brighter Future

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

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

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

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

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

REMINDER



Parent reminders

Carer's Day: On Friday 8th March 8.30 -11 am keep your morning free!

You are most welcome to attend this special occasion with your child and meet all the other parents/carers. Carers' Day is a great chance for female carers to come along to the nursery and spend quality time, participating in fun activities with your child/ren. There will be special gifts for all carers who attend, and food will be provided.

Parent reminders

Easter Holiday

Last day Thursday 28th March 2024 Nursery closes at 4 pm

– Re-opens Monday 8th April 2024

Fri 29th March – Public Holiday

Mon 1st April - Public Holiday.

Star Room

We would like to welcome Juwairiyah and Oneida to Star Room, we look forward to watching you grow with us and creating memories.



Book Bags: Changed weekly every Tuesday and Thursday

Settling in

As the nursery reopened after the Christmas break, Star Room's theme was settling in as the children returned from their holidays, the children took part in fun activities such as parachute games, sticky toffee, and drawing what they did during the holiday. We also spoke about winter whilst making snow and winter owls as they focussed on the weather changing and becoming colder.

Making snow - Expressive Art and Design – Creating with materials

Learning intention: To understand the use of material and resources such as how cornflour mixed with bicarbonate soda makes crumbly snow.



As we recently experienced a little snowfall in London, Star Room children participated in making and exploring snow activities using winter animals and snow. The children took turns pouring the first ingredient which was the cornflour, next was the bicarbonate soda afterwards was the water which the children went into the toilet to get themselves. Once they began making their snow they added different winter animals. Blue Jean, Marley, Gabriel, Soul, Alaia, Jad, Zayn, and Maya took part in making snow. To create the snow-like texture we used cornflour, bicarbonate soda, and water, once the snow was created, we used a variety of winter animals such as Polar Bears, Owls, Reindeer, and Foxes for the children to play with in the snow.

The practitioner asked Zayn "What do you think we are making?" to which he replied, "There's flour and water". **Using everyday materials to explore, understand, and represent his world – his ideas, interests, and fascinations.** Whilst mixing

everything Soul said, "When you add water it mixes everything and makes snow" as he **played alongside other children who were engaged in the same theme.**

Marley said "Yeah, but we can't add too much water otherwise it will be sticky" understanding the use of **measurements as she becomes familiar with measuring in everyday experiences in play.** Soul, Zayn, Marley, and Gabriel enjoyed covering their hands with the snow. Gabriel expressed, "The snow is so soft". Marley added, "You know, it was snowing yesterday too". Zayn touched the mixture with his right index finger and said, "It's soft and cold". He then began collecting the snow in the palm of his hand and covered the owl with it. He said, "It's snowing on Owl".



Making Owls - Communication and Language – Speaking



To continue our winter theme Star Room children took part in creating winter owls, we used white paint with grey and brown paper, small triangle shapes to create a nose for the owl, and small yellow circular paper to create eyes for the owl. The practitioner began by asking open-ended questions such as “What colours are owls?”, “Where do they live?”, and “What do owls look like?” Idris replied, “Up in the trees, they have two wings and big eyes” as he began to use more complex



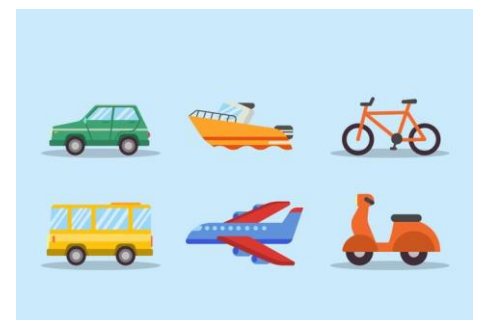
sentences to link thoughts (e.g. using and, because). He also added, “They can be white or brown”. Marley then added, “They like to hide” as she listens to others in one-to-one or small groups when conversation interests them. Soul said, “They are white”, as he linking statements and sticks to a main theme or intention. The practitioner then explained how the children would be making their owls and went through each step with the children, all the children observed the practitioner begin creating circular motions with the paint using her paintbrush as she introduced a different technique for the children to follow, once she had finished painting the owl, yellow eyes and a nose was added.



The children were eager to begin the activity they chose their paper and paint brushes, and quickly began adding strokes of paint to the paper. They were engaged and engrossed in the activity and were able to follow simple instructions in sequence and complete their owls.

Transport

Star room children have recently shown interest in a range of different transportation we use daily, so we decided to extend their interest and explore the different types of transport we see as part of our everyday lives, how they are made, and where they are used such as in the sky, on the road, and in the sea. The children have been showing immense interest in cars and vehicles as they have been bringing in their cars from home. Some children have enjoyed playing with trains, skateboards, and sports cars. By the end of the week, the children will understand how vehicles work, the different parts that belong to each vehicle, how planes work in the sky, and more. Playing with vehicles provides a wonderful opportunity for interactive play and the development of social skills such as communication and turn-taking. The children were able to enhance their language skills and build vocabulary through open-ended conversations.



Making different transport out of shapes

Communication and Language-Speaking & Understanding

Star Room took part in making different forms of transports using shapes to form a collage. Zayn, Marley, East, Leo, and Idris took part in this activity. The aim of the activity was for the children to be able to carry out a conversation about different methods of transportation while identifying different shapes used to make these vehicles. The practitioner had previously cut out different shapes using different cards and paper for the children. The resources used for the activity were real-life objects of different transportation, glue and the cutout shape the children were using to stick. The practitioner asked, "What is transportation or transport?" and Marley said "Aeroplane", Idris said "Bus" and the children began saying different forms of transport such as "train, motorcycle, skateboards" and more, the children maintained **focused attention and were able to listen or do but can change their focus of attention**. Zayn said, "I come to nursery in a scooter" while Leo Y said, "I come in the car". Idris said, "Me too, I come in the car with my mummy". Marley added, "I came in the buggy but sometimes I take the car too".



The children then observed how the practitioner made the collage and began imitating her actions, **being able to follow directions (if not intently focused)**. The practitioner said, "What shapes are the wheels of cars or buses" and Marley said, "They are round circles". Idris said, "They are oval". Additionally, "What shapes are buses?" and Zayn said "Rectangle". We also spoke about different sizes and Marley said, "Buses have big wheels, but cars have small ones". Idris said, "Cars have 4 wheels and 4 doors too", whilst **listening to others in one-to-one or small groups when conversation interests them**. The children used their imagination to make their vehicles. Zayn made a truck. Leo Y and Marley decorated a plane each, Idris made a rocket and East was making a bus. Whilst the children were adding their features, they were able to **show an understanding of prepositions such as under, on top, and behind** by carrying out an action or selecting the correct picture.

Making Traffic lights

Understanding The World – The World

Star room took part in making traffic lights, this activity was carried out to allow the children to understand the importance of road safety and why we use traffic lights. The activity was set up with the children they were provided with sponges, green, yellow, and red paint, paintbrushes, and round paper. The practitioner then asked open-ended questions such as, "What are traffic lights and what colours are they?". Zayn replied, "They cars" and Marley added, "They are for the roads". Soul said, "Green means go, and red means stop". The children were unsure of what yellow represented and the practitioner explained "Yellow is amber, this is when the cars on the road are getting ready to stop". This activity encouraged the children to **comment about aspects of their familiar world such as the place where they live or the natural world**. We also had conversations about when it's safe to cross the road. Soul said, "When there's



a green man, then we can cross the road". Marley said, "The cars have to stop on red and then we can go on the road". The practitioner said, "Who's hand should you be holding when crossing roads and Zayn said, "Daddy, mummy hands" as he **remembers and talks about significant events in their own experience and paint.**

The children began using the sponges to make their traffic lights. Zayn said, "I make yellow first". Soul said, "I'm going to make red first". They all chose different colours dipping the sponge in the paint and dabbing it on the round papers. By the end of the activity, Star Room children were able to **talk about why things happen and how things work.**

Emotions

Our focus theme for the week is understanding the different types of emotions, how they occur as well as what ways we can regulate our emotions. We have a couple of new settlers in the room as well as children who require emotional support and containment during conflict situations. The children acquire social and emotional skills, such as regulating emotions, sharing with others, and following instructions. The activities that we enforced were beneficial for the children to express their feelings and learn to cope with emotions such as sadness, anger, frustration, and fear.



Making emotion fans

Personal, social, and emotional development

Star Room children took part in their activity which was making emotional fans, the practitioner started by talking to the children about different emotions they may experience at different times and what may cause these emotions, such as if someone takes their toy which may cause them to feel sad.



For the activity, the children were provided with different coloured paint, lollipop sticks, and a paper plate that would be used as their fans, all the children's names were written on the back of their plates. To begin with, all the children used cello tape to attach their lollipop sticks onto the back of their paper plates to secure their fans, all the children were able to put the cello tape in the correct place after watching the practitioner model this to them, this shows that the children were **able to follow directions.** Once they had completed the first step, the children then moved on to using their paintbrushes and were supported to **manipulate the single-handed tools,** as they formed a range of strokes and circular motions. The children were able to choose the colour they wanted to paint the faces. Marley, Blue Jean, and Alaia began telling the practitioner that they

were painting the edge of the paper plate to symbolise their hair. Juliet enjoyed taking part in the activity the practitioner asked, "What face are you making?" Juliet said, "Happy". The practitioner then asked, "What makes you happy?" and she replied, "Maya when she plays with me".

Emotion flashcards

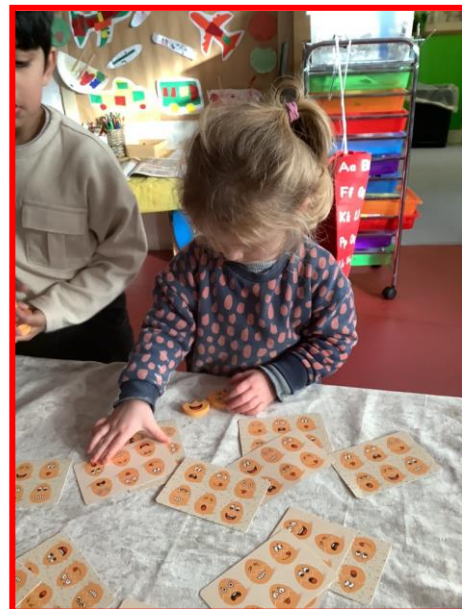
Personal, social, and emotional development



Following on with our emotions theme, Star Room children were provided with a set of 'feelings flashcards and a board on which eggs were placed showing different emotions. To begin with, the children looked at the flashcards and told the practitioner what faces/emotions they could recognise, [linking statements](#).

As the children chose a flashcard, they began trying to place the eggs on the board, matching the emotion in the same order. The practitioner asked Maya to choose which card she wanted to look at, as she picked her choice of card, the practitioner then pointed to each one and asked Maya what the facial expressions represented. Maya was able to recognise happy, sad, and angry to which she then explained different things that would make her happy

and sad. Juliet expressed what makes her happy and stated, "My mummy and daddy" Soul and Blue Jean informed the practitioner what makes them happy. During this activity, the children demonstrated the ability to [listen to others in one-to-one or small groups when conversation interests them](#). Zephaniah put all the faces at the top of the board and then placed the different lower parts of the faces at the bottom. Once the activity came to an end, the children were all asked to imitate the different expressions, the children continued to take time to discuss their feelings with each other.



Bonus classes

Physical Development: Moving and Handling - Football

Star Room had their first football session after returning from the holidays. The begin with the coach placed cones on the floor using different colours to represent different seasons. For example, the red cone represented Summer, the blue cone represented Winter, orange represented Autumn and the yellow cone represented Spring. One of the first instructions directed to the children was to begin their warmup, they had to run around the play roof and when the coach named one of the seasons, the children had to run to the into that island. For example, when he said "It's winter" the children ran to the blue cones. They carried on with the game until they went through all the seasons. Gabriel, Maya, Juliet, and Aristina were able to follow these [simple instructions](#) thoroughly.



Moving onto the next game, the children were taught how to throw the ball in the air and catch it, then bounce it on the floor and catch it, this skill enforced the children to **show increasing control over an object, throwing, catching, or kicking it**. Zayn and Juliet found this amusing as they laughed every time they threw their balls in the air and caught it saying, “I did it” The children **began to understand and choose different ways of moving** their ball. The children had to use both their hands to catch the ball and maintain a firm grip. The next game was flipping the cones but this time in two groups. Group 1 had to flip the cones upside down and group 2 had to flip the cones on the right side. Idris, Gabriel, and Aristina were in one group and Zayn, Maya, and Juliet were in another. The teams worked collectively to win, and they drew. The children played various other games such as “tricky shark” where the children had to pretend to run **with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles** to get on the island imitating an animal and when the coach said “tricky shark” the children ran to the safe zone. All the children were having fun and followed the coach as they listened and observed him.

Lastly, Star Room played the roly-poly game, where they had to roll the ball between the cones to the coach. Marley, Blue Jean, and Alaia took part in this activity and confidently rolled the ball down to the coach who praised them. Zayn also rolled the ball and clapped his hands when the coach caught the ball. At the end of each session, the coach will announce the superstar of the session, and a certificate is awarded. Gabriel was the lucky chosen one to get a certificate from the coach for his great participation, dedication, and resilience.



Expressive Art and Design - Tiny Mites

Star Room children participated in their first Tiny Mites session, they started with the introduction song. All the children were engaged in following the actions demonstrated to them by Christina for each song, they **enjoyed joining in with moving, dancing, and ring games** as the children wanted to take part in a dancing song. The children enjoyed stretching their arms in the air and stomping their feet fast. As their second song, they did the car song “To the zoo.” The practitioner asked the children, “What had to be worn when inside a car?”, and the children shouted, “A seatbelt”. Once they answered that question the practitioner asked, “And what do we need to close”. The children said, “The door”, the children enjoyed moving the plate they were given to represent the steering wheel, **tapping out simple repeated rhythms**.

Another song the children listened to was Going to a Zoo, they pretended to be animals from the zoo. As the song mentioned penguins, lions, monkeys, and kangaroos, the children acted how the animals each moved around such as waddling, jumping, swinging, and jumping.

Christina asked the children, “Who knows how to jump like a kangaroo?” all the children replied me and hopped around the room like a Kangaroo. To end the session, Christina took out her bubble machine and encouraged the children to catch and pop the bubbles before they sang the goodbye song. As they sang and danced to their goodbye song the practitioner also gave them shakers to create sounds as they danced along to the music. Overall, the children enjoyed taking part in their tiny mites’ session.



Communication and Language - French

Star Room children took part in a fun and engaging French session to support their listening and attention skills and their speaking skills, learning different words in another language. The activity started with a hello song in French Marley, Gabriel, and Adam waved their hands while attempting the hello song in French. The children were then given a beach ball to hold and say their names, Leif and Gabriel were confident saying their names out loud.



Once all the children introduced themselves Debbie asked the children to speak about farm animals starting with a pig (true feminine, porc masculine) Debbie asked the children, "What sound does a pig make?" to which Idris replied "Oink", moved onto the sound of a duck to which Gabriel, Leif, Marley, and Leo imitated and made the duck sound while using their hands on their mouth forming the shape of a ducks beak. The children also played a game that required them to remember what animals were missing, they were told to close their eyes, Debbie then put

all the animals out with one of them missing, Blue Jean said, "The cow is missing" as she looked at the animals. The children were then given farm animals from Debbie's bag and were asked what animals they brought out from the bag, Debbie mentioned the name of each animal in French, Leif began to have a discussion with his peers regarding his animals and said "Look, this pigs name is Leif" Alaia pretended her animal walked to his one, Gabriel observed and said, "And this animal is a duckie". When Debbie named the animals, the children held them up in the air. Gabriel, Leif, Marley, and Blue Jean were confident as they held their animals up once, they heard the name of their animal. Debbie ended the session with stickers and bubbles



which the children enjoyed and were very happy to receive.

Jolly Phonics

Communication and language - Listening and attention.

In Star Room, we focus on a program called Jolly Phonics which is a systematic, sequential, phonics program designed to teach children to read and write. It teaches letter, and sound recognition in an enjoyable way.

We teach the letter sounds in 7 groups of 6 letters, we focus on one letter a week followed by letter formation Group 1's letter of the week was S, and group 2's letter of the week was C, K, and E. Star room children have been carrying out many exciting and fun games to help them **learn, hear, identify and use different sounds that distinguish one word from another**. One of the activities we carried during phonics was the interactive language activity game where we asked children to sort the objects by their initial sounds. The children did a fantastic job **listening and paying attention to details** when sounding out the letter and choosing where to put it. Furthermore, the



children took part in the letter formation which a lot of the children are doing amazing in. The children have been learning to write their names and trace letters independently with minimum support from the adults. This activity was not only aimed at their children's literacy abilities to link **sounds to letters, naming, and sounding the letters of the alphabet**, but also to **construct with a purpose in mind, using a variety of resources**.

Our phonics session is split between two groups where group 1 will be learning the following letters s,a,t,p,i,& n which is led by Laiqa

Group 2 will be learning ck, e,h,r,m & d which is led by Charnelle

Useful link for jolly phonics songs and actions.

<https://www.youtube.com/watch?v=xzBoqtayewl>.

Rainbow Room

Settling in

What a lovely start we had to the year 2024, with lots of smiles and warm hugs for the children. We focused on supporting the children and resettling them all back to our nursery routine after their winter holiday. We carried out many activities that not only supported the children's learning but also eased the transition back into the nursery. we did parachute play, Heuristic play, sensory play, what's in the bag and circle time, tactile play, and Music and Dance

Communication and Language Development: Speaking / Circle time / What's in the bag session

During our circle time session, the children were encouraged to use their **expressive language** and talk about their holiday experiences. We had Enaya, Achike, Nell, Henry, Lia, Jayce, and Vincenzo were very keen to share their views and their experiences with the rest of the group. Achike spoke about his journey on the bus and some animals he saw along the way. Vincenzo said he went on holiday and his grandma gave him a present, and Lia said "plain" while pointing up with mummy. Henry was very vocal and said, "I got present, and it was Thomas" as the children **used language to share feelings, experiences, and thoughts**.

Physical Development: Moving and Handling / gross motor skills/ parachute play

Rainbow Room children too part in parachute play while outdoor. The children were able to **listen to instructions and follow directions** given by the practitioner. We had Lia, Nell, and Leo who carried out this activity. The children focused on developing and strengthening their **large muscles as they worked their arms, and shoulders** to wave the parachute up and down. Leo was so excited as he began to roll on top of the parachute. This also benefited the children's **social skills** as it required the children to work together.

The first game we carried with the parachute was the tug of war which required the children to stand on the two sides of the parachute hold it firmly and pull the parachute opposite side without



letting it go. We then followed on to the parachute turtle game which the children had to hold the edge of the parachute and when the practitioner asked them to wave it up high and get inside the chute which now looks like a turtle's shell. Leo and Nell loved hiding inside the chute.

Winter Theme

We focused on Winter as the weather was becoming cold and the children were starting to identify some changes in the environment. We created our snowflake collage of some winter animals around the world by using a range of arts and crafts materials and explore snow by doing science experiments.



The children used star templates, cotton wool, PVA glue, and glitter to decorate their snowflakes. Leo was so engrossed in this session, and he was able to maintain focus and pay attention to details while carefully spreading the PVA glue onto his template. This session provided the children with opportunities to **manipulate the single-handed tools** and **develop their finger muscles** as they learned to **grasp the tools using a digital grasp or tripod grip**.



Expressive Art and Design: Begin Imaginative and Expressive: Heuristic Play



Rainbow Room children continued to build on their **imagination and expressive skills** as they explored and investigated the Heuristic resources.

Heuristic play is a wonderful opportunity for children to use open-ended objects. The items and objects can be used in many ways that support their imaginative skills and their unique learning styles and stimulate their senses as they begin **exploring, playing, manipulating, pretending, and discovering**.

Through this session, the children are encouraged to test their outcomes and figure out how to reach them through trial and error. We had the following children who participated in this activity who were Jayce, Vincenzo, Nell and Maya, Juliet, and Jasper. All the children showed a high interest as they were able to maintain focus and explore some of the natural materials.

Vincenzo, Maya, and Jayce explored the zippers, where they used their right hand to solve problems and learn how to unzip the zipper. Jayce was proud of himself when he was able to unzip it and zip it back up again, he drew the practitioner's attention and said "look, look did it" with excitement on his face. We also had Nell who was fascinated with the plastic lids, she helped herself to a stainless spoon which she held with her right hand and attempted to scoop up the lids. When she had accomplished, she felt proud of herself as she started smiling and giggling with her peers.



Gruffalo's Child – Story book

To continue supporting the children's interest in winter we incorporated the theme of Gruffalo's Child storybook to further build their understanding of winter animals and enhance their learning. The story is based in the winter season which also supports looking into other elements and touches on some winter animals. The children explored painting, baking, and making puppets to Gruffalo's treasure hunt and we read the story with the props throughout the week.

Gruffalo handprints: **Expressive Art and Design/ creating with materials**

Rainbow Room children began the theme by creating Gruffalo handprints using paint. The intention was to develop their gross and fine motor skills using expressive arts and design. We used brown paint to apply paint on their hands and then printed their hands onto the paper to leave a handprint that would later resemble the Gruffalo. Rainbow Room children enjoyed the activity, Leo, Sandara, and Vincenzo were engrossed in the activity and had lots of fun printing their hands multiple times creating a paper full of handprints. At one point instead of using the paintbrush to apply paint on his hands, Leo dipped his hand into the paint and then stamped it onto the paper. Notices and becomes interested in the transformative effect of their action on materials and resources Vincenzo enjoyed applying the paint on his hands using the paintbrush, he liked the tickly feeling and printed on his paper. Vincenzo pointed at his work and said, "I make Gruffalo", making connections between their movement and the marks they made. Leo was so engrossed in the activity that he began to use both hands to make handprints. This shows how much he enjoyed the activity. Leo was able to find different ways to put paint on his hand, including dipping and using a paintbrush. Uses everyday materials to explore, understand, and represent their world, ideas, interests, and fascinations



Gruffalo scavenger hunt: **Communication and Language /Listening and attention.**



One afternoon the Rainbow Room children gathered around the practitioner and took part in the Gruffalo story session as well as going on a hunt for the characters from the book. The learning intention was to be able to follow through a story. The practitioner asked, "Who has read this book before?" they all looked curiously at the front cover. As the practitioner read the story she asked, "What can you see in the picture?" using language to share their thoughts Vincenzo said,

"That's the mouse", Lia said, "Owl, owl, that's owl". The children were able to sit through half of the story and listen well while also answering simple who/what/where questions. The children listened with interest to the noises the adult made when she read the story especially when she sounded out each animal character in the story and when describing the Gruffalo. Then the children were curious and excited to see what was in the story box which was decorated as the story scene and included the characters from the



story, such as the Gruffalo, mouse, snake, and owl. Nell, Vincenzo, Brinelle, and Lamees had a closer look and feel of the characters, and they **repeated actions, words, or phrases from the story**, such as “Gruffalo purple prickles”. Then the practitioner informed the children that she was going to hide them around the playroom, and they had to find them. Nell began running around and she saw the snake hiding under the water tray. She pointed and said “Snake”. She picked it up and showed her peers as her peers began clapping and saying ‘Yay’. Lamees then began walking towards the plants and when she was running she saw an owl on the flowers and ran to grab it. She also held it up and showed her peers with joy. We then went to look for the Gruffalo and Vincenzo was very keen to find it. The elder Star Room children helped Rainbow Room children find the characters. Vincenzo walked towards the house, he said, “Look Gruffalo hiding” and held it up. The practitioner praised them, and all clapped in joy. The children were able to follow the storyline, name the characters, and understand what was happening.



Sunshine Room

Settling in

**WELCOME
*BACK***

The babies returned from their Christmas break with great spirit and excitement to be back. We spent the two weeks settling the babies, getting them used to the routine, and ensuring that our babies are supported personally, socially, and emotionally. The babies enjoyed taking part in

circle time, what's in the bag, mark making, making play dough, and exploring our new resources for sensory play. We also carried out a 'Winter' theme as this was the season during the break and continues to be for the rest of the month. We incorporate, texture, colours, shapes/symbols, as well as new words within the sensory play and arts & crafts activities.

Mark Making: **Physical development.**

The babies had the opportunity to make marks about their holiday and were using a storybook called "Sometimes I Feel Sunny" for ideas. The practitioner pointed out the features in the book about going outside, seeing the sun and snow, and traveling in a car, train, or airplane and the practitioner also asked if anyone got any presents during their holiday whilst the practitioner used a pretend wrapped present as a visual. Rumi, Ibraheem, and Solomon were **pointing with their first finger, sharing attention with an adult**. The babies used paper and crayons on their table, and when holding crayons, and chalk, this supported them to make **connections between their movement and the marks they made**.



Ibraheem used both his hands to grip the crayons and mark small lines which demonstrates his fine motor skills. Solomon was also grasping the crayons and observing the other children. Rumi was interested in this activity and was showing this through her physical abilities when she was making her dots and lines with her crayon, she noticed the practitioner draw a strawberry just like the one on her jumper, she pointed and attempted to say strawberry, and “red”. The babies frequently imitated words and sounds and responded to simple questions as Rumi replied “Yeah, no”. The practitioner was engaging with each of them and demonstrating marks on their paper as she also talked about their interests and holidays. The babies showed understanding of single words in context as they made eye contact or pointed to the object of reference.

Making Snowflakes: Communication and Language/Understanding



The practitioner prepared the snowflake activity as part of our winter theme. The babies learned about snow and snowflakes. The learning objective for this activity was to be able to understand simple instructions. We used white paper and PVA glue to create the shape of the snowflake, then we used glitter and cotton wool to stick onto the glued areas which then resembled the snowflake shape. Ibraheem and Jasper took part in this activity, and they were eager to have a go showing interest and fascination in scooping the glue and watching it drip and spread onto the paper. They were able to respond to simple

questions and understand single words in context as they followed the instructions well and attempted to say the word “snow”. The activity went well as Ibraheem and Jasper participated and they created a lovely snowflake each.



Making snow: Expressive Art and Design/creating with materials

The practitioner set up a messy tray with cornflour poured it in and said, ‘It’s snowing look everyone’, and this caught Jasper’s attention. He showed interest at the activity table as he walked up smiling and observed the others. We used our imagination and pretended the white cornflour was snow and the children also repeated the word snow. Jasper noticed the other children mixing the cornflour as the practitioner added water and said let’s mix it. Jasper found a brush picked it up and used it in the cornflour to mix it. Jasper enjoyed the sensory experience of making marks in water, paste, or paint. As the practitioner added some winter animals to the tray he put his brush down and reached out for the polar bear and wolf, holding one in each hand he trotted them in the cornflour as he imitated the others. Jasper then noticed and became interested in the transformative effect of his action on materials and resources as the cornflour was forming a gloop-like texture and was dripping off the brush and animals he was using. He engaged for some time alongside others showing interest in the activity.



Winter



Following on with the winter days we continued our theme of winter. The babies showed great interest in the winter theme and have been involved in lots of different activities to further their learning about winter. Some of the activities they participated in were making snow out of play dough, participating in winter hunts, making polar bears and ice play with animals.

Making winter hats – Physical Development: Moving and handling

The practitioner prepared the activity with coloured paper, glue, cotton wool, felt, and foam sheets cut up in pieces and we used real winter hats and scarfs as a visual and for the introduction to the activity. The learning intention was **to understand the importance of winter wear and experiment with different textures.**

The practitioner started by talking about the winter hats, the colour, size, and texture, then mentioned how it's cold outside and we need to wear a hat to stay warm and the practitioner wore a hat and scarf to model to them. Then the practitioner put a hat on Solomon, and a scarf on Jasper which he took off so then we put a



hat on, Ibraheem didn't want the hat, but Rumi did and she even attempted to put it on herself. The practitioner praised them and encouraged them to make their hats on paper by showing them the glue and cotton wool. They all reached straight for the glue spreaders scooping out some glue and placing it on their paper, **this shows they enjoy the sensory experience of making marks in paint**, with adult support they were encouraged to spread the glue across the paper and then to stick some cotton wool. They were given the coloured materials to also stick down which they did with encouragement, the practitioner asked them which one they would like, the purple or the yellow and they picked their choice, **to point with the first finger, sharing attention with the adult.** Jasper finished after sticking 2-3 pieces.



Snow painting – Expressive Art and Design - Creating with materials.



The practitioner prepared some white paint with paper for this activity. Jasper and Ibraheem took an interest in the activity as they were ready to paint as soon as the practitioner showed them the paint. We provided paper, white paint with brushes, and cotton wool to represent the snow. The practitioner showed the snow to them and said let's paint snow and they were reaching for the paint eager to paint. Ibraheem independently dipped his brush, marked the paper, and dipped his brush again holding the pot with his left hand and taking it close to him, the practitioner showed him to do dabbing motions to

create the snow effect which he imitated as well. **This shows that he continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.** Jasper also took his brush and then reached for the paint, he dipped the brush in the paint and began stroking marks up and down his paper, he also imitated dabbing movement as he made his



marks. Jasper repeated after the practitioner and said “Snow.” Jasper notices and becomes interested in the transformative effect of their action on materials and resources. Ibraheem independently explored and enjoyed making marks with the paint. He mostly wanted to dip the brush in the paint.

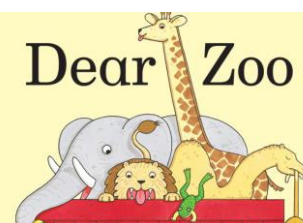
Winter-Making Penguins-Expressive Art and Design-Creating with materials

The practitioner prepared the activity by having white paper and black paint. She then assisted all the babies in wearing aprons, however Jasper did not want to put the apron on. The practitioner gave each child a paintbrush to begin painting, Solomon was first to dip his paintbrush in the black paint. He used his left hand using a fist grasp to hold the paintbrush and began to make marks.



Responds to and engages with the world that surrounds her, e.g. sounds, movement, people, objects, sensations, emotions. Jasper also joined it next. Rumi was quite hesitant at first however once the practitioner assisted her, she began to make a few marks. The practitioner had shown the babies a picture of a penguin before the activity began so they could understand what they will be painting. All the babies joined in and were not easily distracted, Ibraheem began using his fingers to paint as well. Can experiment with a range of media – tools, materials, sound, and whole-body movement -- through multi-sensory exploration. At the end the practitioner gave the babies cotton wool to stick on their painting to represent the white areas of the penguin. The babies were able to independently stick on the cotton wool, Jasper began to paint his cotton wool black as well.

Dear Zoo / Sensory play



Bringing the winter theme to an end, the children began their learning about Dear Zoo, with sensory play. The children participated in sensory play alongside animals from the Dear Zoo book. They had activities such as jelly play with animals, an animal wash station, an animal scavenger hunt and so much more. The children also read the Dear Zoo book to begin to grasp an idea of the different animals while also having animal toys to identify each animal.

Dear Zoo Sensory-Car/Animal wash station - Physical Development-Moving and handling

as part of their adult-led activity the babies in Sunshine Room had an animal and car wash station. Rumi, Jasper, and Ibraheem took part in this activity and were later joined by their peers in Rainbow Room. The practitioner began by putting on aprons for the babies, so they don't get their clothes wet. The babies were very excited to start splashing the water and they enjoyed looking at the bubbles in the water. They used the scrub to wash the animals and cars.

Makes connections between their movement and the marks they make. Jasper enjoyed rolling the car on the water while Rumi used the scrub to scrub the animals. Helps with dressing/undressing and



care routines, enjoying the rituals established for hand washing and teeth cleaning. The practitioner named the animal each time a child licked it up. Ibraheem enjoyed splashing the water and was interested in squeezing the scrub to make bubbles.



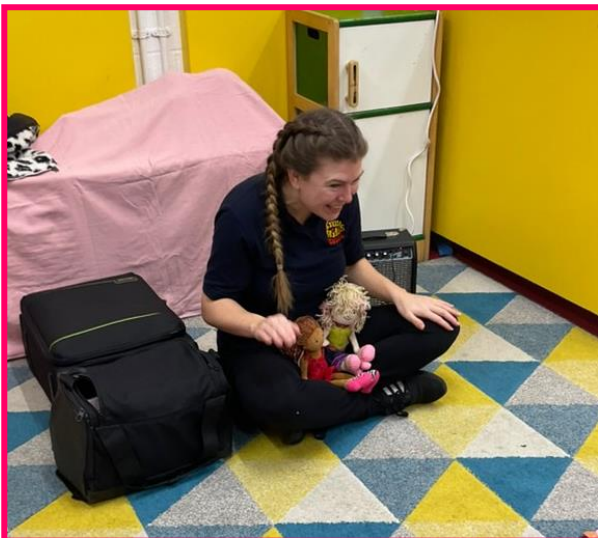
Bonus classes

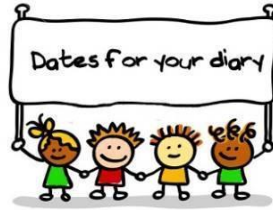
Expressive Art and Design - Tiny Mites

In the morning the children took part in Tiny mites as part of their bonus class. The children sat nicely in the middle of the room and waited for Christina (tiny mites' teacher) to start. They started the session by singing the Tiny Mites song the children clapped along with the song and did actions with their hands, moving the whole body to sounds they enjoyed, such as music or a regular beat helping them enjoy rhymes and demonstrate listening by trying to join in with actions or vocalisations. They then pretended to be in a car they were all given individual plates, Leo held the plate with both hands and then used his right hand to hit the middle of the plate

while he was doing this, he was

repeating the words "beep beep." The children enjoyed this part and although the babies were not able to hold on and do beep beep at the same time, they smiled and danced along to the music. They then went to the zoo and explored all the different animals. The children were also introduced to the tiny mites characters and said hello to each of them. The session ended with the children popping bubbles. The babies and children really enjoy this part.





Easter Holiday

**Last day Thursday 28th March 2024 Nursery closes at 4 pm
– Re-opens Monday 8th April 2024**

Fri 29th March – Public Holiday
Mon 1st April - Public Holiday

Eid Holiday

Around Wednesday 10th April 2024 (To be confirmed)

Inset day

Friday 3rd May 2024

Bank Holiday

Mon 6th & 27th May 2024

Eid Holiday

Around 17th June (To be confirmed)

Summer Holiday

**Last day Wed 14th August 2024 Nursery closes at 4 pm -
Re-open Tues 3rd September 2024 –**

Mon 26th August – Bank Holiday
Mon 2nd September - Inset day

Winter Holiday

**Last day Friday 20th Dec Nursery closes at 4 pm
– Re-open Fri 3rd Jan 2025**

Wed 25th Dec – Public Holiday
Thurs 26th Dec - Public Holiday
Wed 1st Jan – Public holiday
Thursday 2nd Jan – Inset day

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>


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We really appreciate your feedback, please review our nursery on google so that we are able to promote our services to other parents and families. <https://goo.gl/maps/1sGwLz2R6nc1aAdW7>



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