



**July Birthdays**  
A very happy birthday to Luca and Vida



**Roof top**  
nursery

**Roof Top Nursery**

### Parents as partners

Goodbye and a big thank you to all the parents who placed their trust in Roof Top Nursery. We wish you and your families all the best as you venture off to the next chapter.

### Graduation 2022

We had a fabulous graduation ceremony and party for all the school leavers on Monday 18<sup>th</sup> July. It was a beautiful way of saying our goodbyes and helping the children transition to the new stage in their learning journey. We began with our graduation ceremony, where Hafiza had prepared a heartfelt speech dedicated to the children leaving, also reminding the children they are a very resilience set of children who have had to face a pandemic and got through this coming out more shining on the other side, the children's resilience outshines the rest of the children who have previously left this nursery. Each child was then proudly called onto the stage to receive a certificate and a group photo with all their peers and teachers who have helped them learn and grow and also got to throw their hats as they graduated. The children then had their party which was followed by the entertainment by the magician Mr Squash and lots of fun and games such as parachute game, and dancing.

The children put a lot of time and effort to learn the graduation song for the ceremony and they even made their own graduation hats! We had a fabulous entertainer who kept the children enthused and engaged and it was a perfect end to the day. We are very proud of all the children and the progress they have made during their time here at Rooftop. We have seen them grow into talented, independent, confident individuals who have all been actively involved in all the nursery activities such as reading, writing, baking, making friends and learning to resolve issues and overcome challenges. They have all been active explorers and used creative thinking in their play and learning. We hope they will continue to be independent learners and seekers of knowledge

### A Special Thank you!

We would like to take this opportunity to thank all the parents who contributed to our Graduation ceremony by bringing in food and for attending the ceremony. A big thank you to **Laura Morkan**, Chloe's mum, who made a beautiful Graduation cake to complete the ceremony.







**Cake time!**



**Party time!**



**GO FOR IT!**





## Our 2022 Legoland nursery trip

We would like to thank all parents and children who attended our annual 2022 trip to Legoland, there was 147 of us from both nursery sites, we hope you all enjoyed the day and created amazing memories with each other. We hired 4 executive luxury 52 seaters air-conditioned coaches, with a toilet on board and had a fabulous journey, we also met up for a lovely picnic with those that attended





## Sunshine Room

**New settlers** – We would like to give a warm welcome to Marlow who is 9 months old, and Jayce and Mia who are 1yr old all to Sunshine Room, they are settling in very well creating bonds with all the practitioners and other babies.

### Sensory play

We continued with the theme of colours and sensory play to extend the children's interest and learning. We focussed on their interests in sensorial play using jelly, pasta, rice, and water play and added different items of interest. The babies also seemed to love the fruit salad-making activity, so we carried out more healthy fruit activities this week.

### Expressive Art and Design – Slime Making



The babies made slime for the first time with the practitioner. All the children got involved in the activity. The practitioner introduced all the ingredients to the babies before pouring them into the bowl, we used PVA glue, contact lens solution, baking soda and yellow food colouring. The babies were encouraged to mix using a wooden spoon independently and **used their palmer grasp well while holding the spoon and good hand eye coordination**. After making the slime we encouraged the children to touch and feel the slime, Maya and Gabriel were happy to dive right in and explore

using their hands and some children required a little more encouragement as they were anxious to touch the slime. The practitioner modelled to the babies how to run their fingers through and observe the sticky slime drip off their fingers and they **made some marks** in the slime and **attempted to mould** the slime in the palm of their hands. The practitioner described the texture using “sticky”, “slime”, “soft”, “cold”, and this encourages the children to use **single words** as they attempt to repeat after you.



### Photoshoot Day



During our recent schedule, we had the opportunity to carry out a photoshoot for the children who came in dressed in their best outfits. The children were taken onto the play roof for their group photo with their peers and



their practitioners, they also had a few natural shots taken whilst they were playing in the garden and In Sunshine room. The babies showed a lot of excitement when they got to the rooftop as they are not used to spending a lot of time up there, and most of the babies were co-operating really well when getting their pictures taken, however some children were not really interested.

## Summer Season

We continued with children's interests and incorporated the summer theme as the weather has been very hot. The babies were very curious the first time we did some of the activities the previous week therefore we repeated the activities to allow them the opportunity to gain more understanding, develop on their gross motor skills and explore using their senses. We carried on with sensorial play with jelly, bubble gel, and a lot of water play. The weather has been nice and hot, so we included fruits and cooling activities for the babies as well as painting a little sunshine.

### Physical Development/Moving and handling & health and self-care Making Fruit Ice Lollies

As the weather was hot, we decided to make some healthy fruit ice cubes with the babies. We made orange flavoured fruit cubes. The practitioner started off by demonstrating how to squeeze the oranges to get the juice out, the babies watched carefully and **showed interest** in having a turn. Flynn, Marley and Luca each took a turn squeezing some of the juice out which enabled them to practice on their **strong palmer grasp and pincer grip whilst holding the orange**. Luca and Dylan helped the practitioner pour all the juice into a jug and they licked their fingers once they had finished helping. The babies watched the practitioner pour the juice into the ice moulds and were all eager to have a turn to pour.



The practitioner guided the children whilst pouring the juice, we added some holders on top of each segment, and then they were then put into the freezer to freeze. The babies were **willing to try and taste different textures** as they had their ice cubes in the afternoon, Gabriel was unsure and didn't touch it at first, Dylan was touching it slowly whilst laughing as it was cold. Marley and Flynn **repeated single words** "cold, cold" and "ice, ice",

whilst also laughing with excitement. Zephaniah and the rest of the children enjoyed it very much as they **explored the sensory experience** of the cold ice cube with their hands and mouth.



### Blue Water Play

#### Communication and language - Understanding

The babies took part in exploring blue water as part of their focused activity, they were very fascinated by the blue water in the water tray. Dylan and Blue-Jean were really interested and engaged for a long period of time; they were pouring the water into different containers. There were lots of small milk bottles with lids for them to use and some cups. Blue Jean used very good **fine motor skills and pincer grip** when





closing the bottle with a lid. They were **engrossed in filling and emptying** the bottles for a long period of time. This encouraged the children's **understanding of different concepts** as they were asked during their play if the bottle was full or empty.

## Summer Season Continued

The babies in sunshine carried on with the theme of summer season for another week as they took part in a lot of different activities including arts and crafts, building, water play, sensory play and ice lolly making. We had a lot of activities that included water and ice play to help keep the babies cool as the weather has been hot as well.

### Fish Puppets **Expressive Art and Design – Being creative with materials**

The babies have been showing much interest in creative activities where they have the opportunity to explore and use a variety of arts and craft resources. We planned this creative fish activity linking this to their interest of water play and sea animals. This encouraged the babies to **experiment with a range of media, tools, materials, sounds through multi-sensory exploration**. The practitioner cut out fish shaped stencils using coloured card and glued popsicle sticks to them. We also prepared scrunched up tissue paper consisting of different colours so the children could decorate their fish using them to represent scales. We also used googly eyes, different coloured pom poms and stickers too. The babies all stood around the table with excitement and were eager to start the activity.



The practitioner handed them the glue spreaders and they went straight in with the glue palettes. Roxy dipped her whole hand into the glue and swirled her hand around. As she took her hand back out, she stared at her hand whilst also **feeling the sticky texture between her fingers**. The rest of the babies were **engaged and involved for short period of time** using the glue spreaders and spreading lots of glue onto their fishes. Marley watched the practitioner and then helped the practitioner scrunch up the bits of tissue paper and helped stick them down. Luca liked the googly eyes and tried sticking them onto his fish **holding it between his finger and thumb**. Zephy and Gabriel were happy just observing the activity. Marley and Luca repeated a few simple phrases after the practitioner **using single words** such as "fish".

## Ice Sensory Play

### **Communication and Language/ Speaking & Understanding**

As the weather has been very hot recently, the practitioners have been implementing a range of activities to keep the babies calm and cool. We carried out sensory ice play and set out ice cubes in the water tray for a sensory experience for the babies. The practitioner added orange powder paint to the water to add colour **encouraging the children to use single words and learn the name of colours**. Zephy, Luca, Dylan, Marley, Maya, and Gabriel all explored the ice, feeling the cold ice cubes in the palm of their hands. The children **expressed their feelings through sounds** as some children said "ooh" and "ahh" and they smiled and laughed



at the cold sensation of the ice. Marley, Luca and Maya attempted to repeat simple words such as “ice” after the practitioner. Zephaniah and Dylan held the ice in the palm of their hands and the practitioner spoke about the ice melting. In the end they were made aware of how the ice was all gone as it all melted into water to which Dylan and Zephaniah enjoyed splashing in the water.

### Making Ice Lollies **Physical Development - Moving and handling**



In order to keep cool whilst enjoying the lovely weather at the same time, the children had yet another opportunity to make some more ice lollies. This time round the children made fresh strawberry ice lollies from scratch. They

all sat around the table with their chopping boards. Once they saw the strawberries, they all wanted to taste some as they are **willing to try textures and tastes**. The babies were then given a plastic knife and shown how to cut the strawberries into smaller pieces as they learn to use **independent skills** and hold a knife using a palmer grasp and using their **gross motor skills** to place pressure down and cut them. Blue Jean and Marley used very good **hand-eye coordination** and had very good grip when holding the knife to cut their strawberries. Maya and Dylan enjoyed squishing the strawberries in their hand having a **sensory experience**. The practitioner then asked them if the strawberries feel soft and they replied using **single words** and said “yes” and “soft”. They were shown after how by adding water to the jug of strawberries we created a drink but then they observed the practitioner pour out the content into the ice moulds which were ready to go into the freezer. The babies got to enjoy the ice lollies the next day.



### Bonus classes

#### Tiny Mites

The children took part in yet another exciting session of Tiny Mites, which they very much look forward to. The babies all sat in a circle and waited patiently for Janine to arrive. Once she had arrived, she started off with her usual greeting song which all the babies know and love, they started waving their hands in the air and smiling. Janine then



moved on to introducing her tiny mite puppets and introduced them one by one to the babies, they all had a turn to feel and stroke the teddies.

Janine then took out some colourful scarves and gave one to every child, she carried out a few different actions which the children had to follow such as swaying her scarf in the air, twirling around with it, moving it up





and down, the babies paid close attention and watched her carefully and then went onto try **and copy her moves and actions**. When Janine put it on her face and then uncovered it, the babies copied and found it amusing.

### Yoga - Physical Development



The children took part in another session of Yoga with the practitioner taking the lead and modelling some simple poses to the children to observe and follow. They showed interest and enjoyment during their last session, so we thought it would be lovely to have another yoga session. The babies watched the practitioner lay a large mat on the grass and were curious to find out what she was about to do, they came running towards her and gathered on the mat. The practitioner started the session by asking the children to cross their legs and relax, they were then asked to take breathe in and out and take deep breaths to feel relaxed. The children then stood up and watched the practitioner as she modelled some stretches for them to follow, the children did an amazing job with following direction and maintained good listening and attention skills. Marley and Luca were trying really hard a big well done to the children that took part in this yoga session.



### Legoland

Sunshine room children had the opportunity to explore their interest in another level with a lovely trip to Legoland, with all their parents and the practitioners. To extend the babies learning and interest we planned a fun-filled week about Legoland. The babies were able to use their imagination during free play using the Lego set up around the room which had them engaging in connecting, building, counting, and learning colours. Our adult-led activities provided sensory exploration which involved Lego with paints, sand, water, ice, and playdough. The practitioner also showed the children some pictures taken from the trip day, and this helped us recall their memory.



### Lego painting Physical Development: Moving and handling



Sunshine room children had sensory play by using paint and Lego as this is one of their interests. This encouraged the babies to **explore and enjoy the sensory experience of making marks in paste or paint**. The practitioner set out some red, blue, and orange paint with some Lego blocks and modelled to them how to dip the Lego and print





onto the paper. The babies then explored the paint as they held the Lego blocks in the **palm of their hands using strong grip** and printed the Lego onto the large paper. Zephaniah enjoyed putting his hands into the paint and making fingerprints on the paper. Roxanne was really interested in feeling the texture of the paint in her hands and Luca was able to put the Lego into the paint and then made the prints onto the paper. Over all children had fun exploring and **making connections between the movement and marks they made**. We also repeated this activity the following day but this time using the mega blocks and to observe the different pattern it made.

### **Making playdough - Communication and Language: Understanding**



Sunshine children look forward to making playdough, this activity was another way of making marks with Lego which allowed them **to make connections between the movement and marks they make**.

They were able **to show interest and concentration on the activity** whilst the

practitioner introduced all the equipment and ingredients to the babies, which was flour, red paint, blue paint, cooking oil and water.



The practitioner supported the children to pour in the ingredients into the bowl allowing them **to take turns** around the table and then they mixed it all together as they stirred the mixture by holding a wooden spoon. This was repeated to make the second batch as we made two different colours. The practitioner then gave out small amounts of dough to each child and showed them how to print in the dough with the Lego blocks. **This supports children to have a better understanding of different situations and be able to follow routine events and activities using nonverbal cues**. Maya used very good

**fine motor skills and hand-eye coordination** when rolling the Playdough, the practitioner's fist demonstrated to Maya to roll the Playdough out, Maya then **followed the practitioner's lead** and said "roll", Maya also said "red" repeating after the practitioner, she enjoyed Lego printing pointing out her marks then she noticed the dough inside the Lego and spent time taking it out. Dylan was **engaged in the activity** as he enjoyed squeezing and pulling the dough apart, he also attempted Lego printing and showed excitement in his marks. Sebastian **enjoyed the sensory experience** as he squeezed the dough in his hands. Then Vincenzo and Mia had a go at Lego printing and observed the marks they made **following the adult's lead**.

### **Sensory tray with Lego - Physical Development: Moving and handling**

This activity encouraged the babies to **explore and enjoy the sensory experience of making marks in damp sand/water**. One afternoon the babies had the sensory play with wet sand, blue powder paint and some Legos. The children used their hands to grab the wet sand and then rub it between their hands allowing them to **explore the texture**. Marlow, Jayce, Luca, Dylan and Maya were really excited to get their hands in the sand. The younger babies were closely supervised as they like to explore by mouthing everything, which is one of their senses. Maya and Luca were **able to operate**





independently during a task that uses both hands, with each hand doing something different at the same time, they held a Lego in their hand and with their other hand, they filled it with the sand as they grasp small amounts with their palms. Overall, the babies had a good time and exploring the different textures.

## Rainbow Room

**We would like to wish Max Wilson a big farewell and wish him all the best in his new home and his new nursery. We hope that you can continue to make many happy memories, and don't forget about us! 😊**

We would also like to welcome our new settlers, **Marley and Blue-Jean** who have been settling into Rainbow room with their new key person; Sherielea, to support their readiness for transitioning into Rainbow Room. They have been exploring Rainbow room and getting to know the children and staff, they have been going through our daily routine and have joined in with snack time and activities.

## Family

Extending our family theme further, we continued to learn about families, looking at the different types of families, comparing each other's features, i.e.; tall, blonde and blue eyes, etc. We implemented arts and crafts activities, messy play activities and story time sessions throughout the week, explaining and describing family members and their roles in a family.

### Colour of the week: Purple

The colour of the week was purple as we haven't visited this colour yet. The children played with purple water, purple flour, and purple playdough.

### Box of Feelings

#### Personal, Social and Emotional Development – Understanding Emotions

To support the children's understanding of emotions we carried out a box of feelings, Rainbow room sat in the book corner, the children were able to express their feeling. Willow said, "I'm happy because mummy is going to pick me up and I am happy that daddy puts me into the nursery I do get sad sometimes", this shows that she can express positive feelings such as joy and negative feelings such as being sad using a few words. Dylan said, "I'm very happy" and then said to the practitioner "put me a mask on" to which the practitioner put on the mask and then he used his expressions to show he is happy and smiled at his friend. The Practitioner took a visual card from the box, Willow said "the bear and the pig are having tea," while Soul pointed his finger, he said "it's raining outside", this showed his understanding of what is happening in the world. We then looked at another picture in which a farmer was planting flowers, Willow and Peggy said "oh no the flower died, and it needs water" the practitioner praised them. All the children participated as some children were able to focus on the session.



### Making photos frames

#### Expressive Art and Design: Creating with materials

To begin this activity, the practitioner provided essentials for the activity such as lolly sticks, sequences, PVA glue and stickers,





this activity supported the children's **fine motor skills** as they **used their fingers to pick up small sequences**.

They used the lolly sticks to adjust to each other, this also helped with their hand-eye coordination as they were trying to make it into a square shape by adjusting the corners of the frame using their fingers. The practitioner demonstrated to the children how to make the wooden frames and spoke to the children about what they were going to make and what they would be using. Willow was given four lolly sticks, she used her **right hand to pick up the stick** and dipped it into the PVA glue, put it onto her lolly stick at the ends and then the middle, she picked up another lolly stick then placed the end of it onto where the glue was, she used her left hand to pick up a sequin and tried to put it onto the part where the glue was on the lolly stick, she continued to use more glue and stuck some sequins on top.



Soul also showed interest in this activity, he picked up some sequences and placed them next to him, he then got glue and put them on his lolly stick, he **picked up sequins with his right hand** and was sticking them onto his lolly stick. Lowen picked up two lolly sticks and placed them next to him, he picked up the stick.



### **Junk Modelling House** **Mathematics - Shape**

For this activity the practitioner spoke to the children about painting a house, the practitioner provided resources for the activity such as paint, paint brushes and two large boxes. As the activity started, the leading practitioner asked the children who lived with them, what they have inside their houses, and the purpose of a house, the practitioner discussed with the children what houses were built with and the rooms we have in houses. Willow picked up a paintbrush, dipped it into the paint then started to paint side to side on top of the box, she said, "we need a house to stay safe", Willow also said, "I live with my mummy, daddy and my brother".

Luna picked up a paintbrush with her **right hand** and started to dip it into the paint and make dots on the cardboard, she had her own ideas on how to paint. She put more paint on the brush and then painted up and down, she held the brush using her palmer grasp whilst using her right hand. Peggy showed a willingness to join in with the activity, giving it a go, she was at the table and as soon as the paintbrush with paint was put on the table, she picked one up, dipped it in the pot then painted on top of the box, she held **the brush with three fingers** and made small marks on the box. Ada was at the activity table, he saw a paintbrush, so he **picked it up with his left hand then transferred it to his right hand**, started to dip his brush into the paint then started painting on





the side of the box using back and forward motions, a practitioner asked, “what colour is the paint?” he replied, “brown paint”.

## Eid Celebration

### Introduction:

Our theme of the week was Eid al Adha in which children learnt about Eid, how Muslims celebrate it, and the things Muslims do on Eid, such as going to the mosque and getting henna done on their hands, this theme is intended to give children the knowledge about what happens on Eid and why Muslims celebrate it. This [helps children to learn about other cultures and religions](#) and that it is only Muslims who celebrate Eid. Throughout the week we encouraged the children to be involved in themed activities which supported their knowledge of Eid as well as developed various personal skills such as [hand and eye coordination and fine motor skills](#) during mark-making or sticking activities. We further supported the children’s understanding of our theme during each activity as the leading practitioner explained about Eid such as going to the mosque early in the morning and praying, wearing our best clothes with beads and shiny sequins, getting together with family, and eating food together, playing games, etc. As a group, we discussed the different designs that Muslims put on their hands using henna. The practitioners [repeated keywords](#) based on the activity and theme in order for the children to pick up [then they would be able to say the word](#) or tell you what the activity was about and something new they learnt from it such as the word Eid or mosque.

### Drawing Mehndi (Henna patterns)

#### Personal Development – Moving and Handling/Fine Motor Skills

To support the children to practice their [fine motor skills](#), [holding and using the mark-making tools](#) and [making links between the visual reference pictures and what they’re drawing](#) to encourage them to [give their marks meaning](#). Our aim of the activity was to create Mehndi patterns by drawing different designs onto paper, the practitioner showed different samples of designs the children could use as a visual reference, inspiring them to create similar patterns. Max, Phoebe and Soul put their hands on a piece of card and drew around it with the help of a practitioner, asserting their desire to do things independently.



The children looked at each pattern, picked up the colouring pencils, drawing a design of their own, demonstrating that they [thought of their own ideas](#) on what design they would like to draw and [choosing how to approach the task](#). The practitioner explained the colour of the Henna which is green/brown and when the henna dries, it is washed off and turns into a red colour. Supporting the children’s [speech and language through repeating keywords that link with our theme](#) with the aim that the children would be able to [use later on spontaneously](#).





## Making a moon and star mobile

### Expressive Art and Design: Creating with materials



We supported the children's understanding of the different cultural and religious practices as we began to explain to the children why we celebrate Eid. The practitioner then further explained all the different things that Muslims around the world do on this very holy day, for example, they wear their best clothes and their best pieces of jewellery, and the men go to the mosque very early in the morning to pray to God and then they go home their families and get together and have a good time. They also make and eat a variety of sweet and savoury dishes and share these with their families, friends, and neighbours.



During this discussion, the children made moon and star mobile using pieces of cards shaped like the moon and stars. To make the moon and star mobile the children used their hand-eye coordination to spread PVA glue using glue spatulas, onto the moon and star card. Dylan thought of new ideas as he chose what decorating resources to use and place onto his pieces of card. Phoebe and Max observed their peers as they spread the glue using the spatulas. Max stated "sequin" as he showed the self-aware feeling of pride, lifting the sequin up to a peer.

## Summer Week



### Introduction:

We decided to focus on summer this week as we had very warm weather, the children took part in many activities based on summer, we also extended our theme for children to explore more activities based on summer, with the summer theme children having more outdoor play as well activities outdoor which helps with their physical development, we made ice lollies using fresh fruits such as oranges and made fruit salads which encouraged the children to speak about healthy eating and giving them healthy options to have during summer. Our older children spent time in the preschool room, known as Star room, to help with their transitioning in the next term and they have made bonds with the preschool room staff, the children that have been spending time in Star room are, Ada, Willow, Luna and Amaya.



### Making Ice Lollies Physical Development - Moving and Handling:

To support the children's eating habits and to encourage them to engage in food preparation activities, we conducted an ice lolly-making activity. To encourage healthy eating, we used fruits including bananas and strawberries and mixed them together with milk. The children chopped and squashed the strawberries and bananas then mixing them all in a bowl with milk. This activity supported the children's hand and eye





coordination, and their fine motor skills as they learnt and practiced using knives to chop fruit. Throughout the activity we discussed with the children, the importance of using knives safely, for example, showing them the sharp edge and what its used for, what to avoid doing with them such as putting into our mouth or running our fingers along the edge.

We began by putting on our cooking aprons and then supported them to know what tools are used for and to build knowledge on the certain ways we chop fruits, the practitioner began by explaining and demonstrating how to chop strawberries correctly. For example, they were taught to chop off the leaves on the strawberry and then chop in half, then half again, then to chop the halves into small cubes. Before the practitioner began to demonstrate, she asked the children how they think the task should be approached, asking them how we are supposed to cut the strawberries and if we are supposed to leave the leaves on the strawberries or chop it off.



Phoebe used her right hand to hold the knife and her left hand to hold the strawberry steady. She then pushed down with the knife and using a sawing motion in order to chop it into half. Ada used his right hand to grip the knife and his left hand to place on top of his right hand, pushing the knife down. The strawberry suddenly became squashed, and he exclaimed: "Look Sherielea, it squashed!" and giggled. This shows that he was satisfied with his abilities, he was able to use language and say what he was able to do. Soul enjoyed tasting the strawberries, squashing them between his fingers and placing them into his mouth. He licked his hands, licking the juice and licking his lips together, exclaiming: "Yummy" this shows that he was finding out and exploring different textures and senses. Willow showed joy when exploring this activity, enjoyed chopping the fruits independently and showed happiness as she achieves her goal of chopping the strawberry. She reminds her peers; "Don't forget, that we don't eat the strawberry leaves". The practitioner discussed whether or not the strawberries and bananas are healthy or unhealthy, they all agreed that they are healthy. Ada said: "They help us all to grow very strong and big so that we can build lots of houses for our family".

## Making fruit salad

### Personal Development: Health and selfcare



To support the children's healthy eating, we made fruit salads, to help children gain the knowledge on healthy foods to eat during summertime when the weather is very hot. The children chopped their own fruits and then ate them once they were ready, in line with the EYFS this activity supported the children to become more independent and do things for themselves like making their own fruit salad and cutting them by themselves.



Lowen, Phoebe, Ziggy and Soul cut up all the fruit to go in the fruit

salad. We used peaches, apples, and bananas. Lowen showed **willingness to have a go** and chopped all the peaches, he then displayed **the self-aware feeling of pride** as he showed everyone the fruits he had chopped. Soul cut some of the apples finely on the chopping board, concentrating intently and focussing. Phoebe cut some apples and bananas in big chunks and scraped them into the bowl from the chopping board, this shows that she predicted what to do next from observing what others had previously done.



## Legoland trip



Since going to our amazing annual nursery trip the children have been reflecting on the day. We spoke about when the children went to Lego Land with their parents and nursery practitioners by coach. Throughout the following week, we have been focusing on this trip as a theme, planning activities based on and involving Lego including Hunting for Lego in the garden, using paint and Lego to make marks/prints onto

paper and melting Lego ice cubes. The children have also had access to activities including and reflecting Lego during the indoor free flow time in the mornings. These supported the children’s knowledge on colours, and numbers and encouraged them to use **their fine motor skills**.



### Colour sorting Lego

#### Expressive Art and Design: Being imaginative and expressive



To support the **children’s ability to identify colours and to select objects from a group and sort them according to their colour**, we implemented a cognitive activity, where the children sorted Red and Green Lego bricks into two separate bowls. One **Red** and one **Green**. This activity also supported the children’s **problem-solving skills** as some children would get

confused and mix up the colours, so needed to **think of a different strategy** and **change their approach till they achieve the goal**. For example, placing the red brick into the green bowl.



The practitioner initially explained how to do the activity, by demonstrating, and verbally explaining what is expected. “Put the red Lego into the red bowl and the green Lego into the green bowl” she explained, this is to guide the children on how to do the activity and support the children’s listening and attention skills, the children looked at the practitioner while they were given the instructions which showed that the children are

focussed, and attentive on what the practitioner explained. Ziggy picked up a green Lego and placed it into the green bowl and did the same with the red Lego and placed it inside the red bowl which showed that he **understood the instructions**. He then later **tested a theory** by putting a green Lego into the red bowl and looked at the practitioner for validation. The practitioner corrected him and explained again; that the green matches with the green bowl and the same with red. Soul and



Peggy sat **beside each other** and put the red in the red bowl and same with the green blocks. Peggy **thought of her own ideas**, building the blocks together regardless of colour, stacking the red blocks and green blocks together. Then Soul **noticed this play** and did the same, **mirroring her** and also sticking the blocks together.

### **Lego playdough - Maths: Measure**



To support the children's understanding of quantity, measure and taking turns, the children participated in a playdough activity where they practised their independent skills, scooping flour from a bowl, using measuring cups and placing into their individual mixing bowls. They then poured a little water from a small measuring jug and used wooden spoons/spatulas to mix the ingredients together. The children were encouraged and supported to make decisions to overcome problems by testing their theories through trial and error.



For example, adding more or fewer ingredients to achieve the right texture. Phoebe initially poured a little too much water, resulting in her mixture being too runny. The practitioner supported her thinking and reasoning skills by asking her open-ended questions about her opinion of her mixture. For example, "How are you doing Phoebe?" "Is your mixture, okay?" "How can we make it better?". She then responded with a solution and the practitioner would question her decision where they needed to make a different selection. For example, when the mixture is runny, we wouldn't add more water because it will be even runnier, so we would need to add more flour instead to dry it up. **This shows the children are beginning to understand concepts.**

### **Bonus classes**

#### **Football session Communication and Language/Listening and attention:**



Some of the older toddlers in the Rainbow room, who have started their transition to the Star room joined in with the weekly football session. The children started the session with some exercises; marching around, jumping, and participating in a warm-up before the football practice began. The children were each given a bean bag in different colours such as red, blue, and green and were encouraged to balance and hit the bean bag into the air using a plastic



racket. Some children showed dominance in one hand, using one hand by preference. They also did this walking around which taught them to be able to keep their balance. The children **were moving freely with confidence**; walking, jumping and running.

## Tai chi

### Expressive Art and Design: Being imaginative and expressive



To support the **children's emotions**, we have carried out a session of Thai Chi with a small group of children. Thai chi can be used as a method of **encouraging children to be mindful, listening to the different aspects of the environment around them** and channelling these sounds, **converting them into movements**. Thai Chi is **about physical movement** which supports children's **physical development**. We started off with a warm-up, encouraging the children to do breathing exercises which help the children to feel relaxed. Then we stretched all our muscles out, by bending down and touching our feet with the tip of our fingers. Dylan said, "look I can touch my feet". The practitioner then demonstrated how to stretch their arms out by lifting them away from their sides and we used our leg muscles to lunge, stretching out our calves like the diagram on the left. The children **followed the practitioner's lead** as they were shown step by step. We then closed our eyes and the practitioner asked inquisitively, "What sounds can you hear?", Soul responded, "car", Dylan stated: "I can hear water sound", and Peggy said, "I can feel the wind under the tree". This question **engaged the children to talk about what they can hear**, and it also shows that they were **using their imagination and to be expressive**.

In another session of Tai Chi, the session began by warming up their large and small limbs by tapping, shaking, and stomping their feet on the ground, chanting "Wake up, arms, wake up legs". All the children followed the adult as she demonstrated and guided them with each step of the warm-up. They were then prompted to listen out for the sounds in the natural environment around them, and convert them into movements, recognising different concepts of each aspect of their surroundings. For example: soft wind that blows gently should be reflected as slow, gentle motions with the upper body, swaying arms side to side above their heads, standing tall like the trees and using their hands and wrists to sway gently side to side as though the leaves moving in the trees.

### Tiny mites – Expressive Art and Design: Being Imaginative and Expressive

To begin the Tiny Mites session, we discussed going on an adventure. They began by singing the opening song: "The tiny mite club, round and open". They were introduced to each of the different tiny mite dolls including 'Mitey' and 'Magic' stating each of their talents for example: being the piano player, or the dancer.





During the session, the children participated in finger and action rhymes, songs and games imitating the movements and anticipating actions. They started marching to the 'Grand old duke of York' song, marching and tapping their hands onto their knees. Willow was raising her hands high and low, going faster and faster as Janine prompts them to throughout the song. Also, they had colourful plates given out to individual children and they pretended to sit in a car, using the palm of their hands to tap their plates as though beeping the horn like a car. Peggy made a sound like the car saying, "broom broom". They use their hands to turn the plate round and round as though steering a car and then using their hand to turn the wipers on as they travel the journey, they discovered the seaside beach, as they pretend to drive down the street.



## Star Room

### Experiments

This week we focused on experiments exploring different effects such as, making jelly, lava lamps, volcanoes and playing with ice. This was to support the children to develop their imaginative and expressive skills as well as enhance their knowledge from the resources and materials around them. The children enjoyed playing with sand and water play due to the weather being warm and they were involved in various active games during outdoor play. For example, they enjoyed playing the floor is lava, 10 minutes shake up and freeze. This helped engage the children and build their interactive skills.

#### Ice play - Expressive Art and Design – Being imaginative and creative



The children were given the opportunity to explore all different textures and experiment on new materials.

Therefore, the children experienced ice play, a practitioner and some children put water in a bowl and then put it in the freezer, which after some hours the water turned to an ice block. A hammer was given to each child for them to use to crack the block. The children felt the ice Alba said, "is very cold", Delia put some ice in the bottle she started shaking it, the other children copied her. Using their imagination and skill to hold the hammer with their dominant hand and the other to crack the block. The children spent some time

engaged with the ice block. Ice play enabled the children to expand on their knowledge in many ways such as the children having a conversation about cold environments for example Antarctica being very cold and only polar bears and penguins living there. Rafal said, "I know Poland is really cold" This enabled the children to learn more about the world around them.



## Jelly play - Physical Development – Moving and handling



Star room children have been showing a lot of interest in messy play and using their senses to explore and understand that resources can be used for different purposes. In this case to support the children's interests we have been carrying out activities taking part in messy play. The children were excited to play with the yellow jelly, they got straight into getting their aprons and sat around waiting for instructions. The children each picked up a spoon and started cutting the jelly in half.

Arfa and Karaeah picked up the cut-out shapes of flowers and put the jelly into cut the shape out. Arfa then said, "I'm going to make jelly bear". Felix gathered the jelly, cutting it into small pieces with his plastic knife, using his right hand. He then squished them in

his palms, making a mushy paste and said "it's squashed and mushy now". Anu and Gene both put jelly in the gummy bear cut-outs, and then pressed hard to make the gummy bear shape. Alba and Rafal both shared the plastic knife and spoon, telling each other what to do. Rafal said, "you scoop it, tap it, press it and put it inside the shape". Helena felt the texture and said, "it's soft and cold". The children continued to play with the jelly until they were satisfied with the pieces they made. Throughout the activity, the children-maintained focus and showed a lot of interest and involvement



### The weather

The children took part in activities that benefitted their learning about weather conditions such as wind, rain, and thunder as well as experimenting with ice and discovering how and why it melts. Keeping in mind that weather changes, we ensured that children still got the opportunity to explore lots of sensory and water play as well as developing ideas of how the weather makes us feel, how the nature around us looks and exploring the mini-beasts and plants.

### Discovering wind

#### Expressive Art and Design, Understanding the World - Being creative and imaginative

The children helped prepare the activity about discovering wind, by taking out the materials which they used to use for wind. The practitioner took out all the fans and used them for the process of the wind. The children all looked very excited and waited patiently for the demonstrations.





Alba, Karaeah and DeAndre held up the materials to the fan and as it blew away, they giggled and clapped hands showing joy. Karaeah and Alba then said, "it's blowing away, the air is blowing". Vida and Felix then added to that saying, "the air feels cold and nice." The practitioner asked, "what does the wind sound like?" to which Juno said, "it's spooky." Helena and Thomas also tried holding the material on each side and blew it in the air to visualise what the wind does. The children used lots of movement and sounds to express experiences, ideas, and feelings. They were able to mirror other peers and what the adult was doing with their clothes. The children were able to identify and ask questions about how wind can cause storms and rain, and where trees fall.



They had the opportunity to learn about the environment around them, understanding that some events of nature have repeated patterns. Using the method of fans and materials for windy conditions helped the children develop a picture in their head but also try to remember what exactly wind is and how it feels but show concern and curiosity towards the environment they live in.

### Creating clouds

#### Communication & Language – Speaking/Understanding the world/Creating with materials.

The children continued to discover the different weather, we encouraged the children to make clouds using cotton wool and a blue card that represents the blue sky. The children were asked "why we are using the cotton wool?" Karaeah responded and said, "to make the clouds". The children supported the practitioner, they ripped apart the cotton wool to make it smaller and fluffy. All the children gathered around the table, Felix, Juno, Alba, Vida, and Delia picked up the brushes and spread the glue all over the paper. The children were able to identify what comes from the clouds. Alba, Karaeah and Felix said, "clouds make rain from the sky." The practitioner went around, spraying water on top of the children to which the children said, "oh look it's raining from the cloud we are making". Helena said "clouds are white and fluffy. The children were successfully able to use various materials such as joining pieces with the glue and cotton wool, sticking vertically and horizontally, making enclosures and being happy with the piece they made.

The children also watched a video of the cycle of clouds and rain. The children sat nicely to watch short videos of the weather cycles, the first one was the changing of water into a gas called Evaporation, the second was the Condensation change of water vapour into water droplets, the third one was called Precipitation water falls from the sky in the form of rain, snow or hail and the last one was Collection, when the ocean and lakes collect water. The children showed interest and enjoyed gaining knowledge on new things, they were able to talk about the similarities and differences in relation to the places and experiences they have had regarding rainy conditions. Some of the children were able to explain why some things occur and understand what causes rain and what the rain can cause.



## The natural world

For this activity the children focused on exploring the natural world around them which includes exploring the nature around us, especially in the garden where the children show more interest. We explored the outdoor forest play areas in which the children collected flowers, snails, sticks etc and we will continue to develop and enhance this for the children while trying to find more interesting things such as all the different mini beasts. We encouraged children to use the materials they find within their creative play as well as develop their mathematical understanding through comparing sizes and counting. The children also had their graduation on Monday, they all dressed up beautifully, sang the song and cut the cake together. They also enjoyed the entertainment from Mr Squash who made the children laugh during his show. The children took lots of pictures with the staff and their parents as well as received lovely presents from the manager.



### Leave printing - Expressive Art and Design - Creating with materials

The practitioner picked the leaves from the back garden with help from the children to carry out this activity. [The children were given the opportunity to expand their exploration of colors and how they can use and changed.](#) Willow, Luna, Alba, and Felix participated in this activity, the practitioner demonstrated and explained what they would be doing with the leaves. The children mixed three different colour paints together such as red, green, and yellow. Anu, Delia, and Willow [used the resources available to create imaginary props.](#) They dipped the brushes into the paint, painted onto the leaves and stamped them onto the colourful paper. Willow said, “there’s all sort of different size of leaves” and made it into a collage, they were focused on the activity. [The children were mirroring what is observed and copying the actions whilst adding their own variations.](#)





## Graduation



Star room held their graduation on the 18th of July, the children leaving had their hats ready, the room was set up with beautiful decorations, with a lovely graduation cake and a variety of snacks for children to eat and enjoy. The ceremony started by Hafiza giving a wonderful appreciation speech for the children and staff, all the children sat and listened attentively. Hafiza then moved onto giving out certificates to each child, by calling out their first and second name, to which everyone clapped, and the children collected their certificates one by one some of the children were very excited, got up for their certificates, and went to Hafiza and gave lovely big smiles



All the children stopped and clicked pictures with Hafiza, where Alba and Rafal showed an outstanding posture. Hafiza and Janet then gave out the forest play certificates one by one. The parents then said bye to their children, and the children took many more group pictures. Mr. Squash provided the children with immense entertainment to which the children showed lots of interests and laughter.





## Bonus classes

### Tiny mites

Our fortnightly Tiny mites session started off with the theme song, magic and introduced all the tiny mites. All the children **sang together** while standing up, **jumping, and clapping**. The children were given colourful plates to use as a prop for the steering wheel, they **used their hands as wind wipers**. Prince was excited to do the “beep beep” with the horn. Anu and Gene were interested in steering the plate and hitting the break. The children were handed a big parachute to pretend to be at the sea. Delia, Helena, and Juno enjoyed standing under the parachute as it was going up and down as they thought they were under the sea. They then moved on to singing the zoo song, where the practitioner introduced different animals and asked what sound and action that animal has. Helena knew that a kangaroo jumps around and **acted out the action**. Rafal imitated the lion’s “roarr” with his **hand gestures using as claws**.



The star room children were specifically excited to sing ‘Incy Wincy’

spider as the practitioner brought out the spider. Anu, Gene, and Juno **acted out the actions for the song, by pretending to climb up the stairs by using their hands, swaying their hands** for the “swish”. Towards the end of the session, the

children stood up to play with bubbles, they were also excited and showed joy by popping bubbles. Prince shifted from one place to another, **clapping hands together** when popping bubbles. Delia, Rafal and De’Andre were jumping trying to catch the bubbles whilst giggling.

### Football Session

The children were excited to have a football session, Macy started by **teaching them the rules and regulations** they all need to follow during the football session, then they started doing a little bit of **exercises including stretching as tall as a giraffe and becoming small like a mouse**.



Once the children had finished stretching, they played a game in which every time the whistle blew, all



the children stopped and froze on the spot. The coach also asked the children open-ended questions, such as “what animal walks very slow?” Anu **listened attentively** and answered correctly that it was snails. The children were then told to make a line, they all **followed instructions**, the beans bag was given out to the children to hold then **throw gently** up, they were told to hold up over their head, then throw it down and when the whistle blew all the children stopped. The children were asked to make a line with their bean bag in their hand, coach Macy held a bat and explained to the children what they use it for, the bat was given all the children. The children **show increased control over an object in pushing, patting, throwing, catching, or kicking**. They were able to catch a large ball. The children **choose their favorite** colour bats, which was a choice between green, blue, red and yellow. They **pretended have pancake and threw it with their bat and rocket**. The children that took part were, Helena, Karaeah, Alba, Gene, Anu, Willow, Luna, Amaya, Felix, Rafal and DeAndre. The different colours of cones were displayed on the floor, the children were told to hit the bean bags with the bat. A certificate was given to **Felix** because he did well and listened to the instructions during the session.



### Football - Physical Development, Communication and Language (Second session)



Star room had their fortnightly football session, Willow, Helena, Vida, Anu, Delia all took part in the session from Rainbow room. and Thomas sat and watched his peers because of his hand, the children were told the rules and regulations and they will need to do good listening, and a special certificate will be given to one child at the end of the session for how well they participate. To begin with Macy started with some exercises, **by marching around, jumping and doing warm up** before football. The children were given bean bag in different colours such as red, blue and green.

**The children chose ways to move around freely, having a firm pace of movement.** Thomas said, “I want to join the football team,” the hooks were laid on the grass, the children looked for the red hook and threw the bean bag in there. **The children were moving freely in the way of confidence such as walking, jumping, and running.** The children also managed to play with both bats and beanbags while walking around which taught them to be able to keep their balance using both hands, they flipped the beanbags up and down as well as attempting to push the beanbags up and having the beanbags land on the racket. Karaeah and Felix joined the football team. The certificate was given to **Willow** for good listening and following instructions.

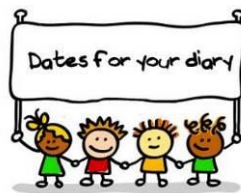


## Parent Notices

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.

## Parent Notices

- ✓ Breakfast Starts from 8.05 until 8.50 am. If you wish for your child to have breakfast, please arrive before 8.45 am. Please do not request for breakfast after 8.50 am as it gets packed away and all staff go into ratio with the children.
- ✓ Children should arrive by 9.30 am to avoid disruption to the routine.
- ✓ Please provide a labelled bag with an adequate amount of spare clothes (underwear, trousers, socks, nappies, wipes etc.)
- ✓ Please call the office by 9.15 to inform us of any absences or late arrivals.
- ✓ Please check your child's pockets to ensure they do not bring items from home.
- ✓ **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](mailto:office@rooftop-nursery.com)
- ✓ **Tapestry:** If you need support accessing Tapestry please contact Antoinette on [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)
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### Summer Holiday

**Last day Wed 10th August - Nursery closes at 4pm**

**– Re-open Wed 31<sup>st</sup> August**

Mon 29<sup>th</sup> August – Bank Holiday

Tues 30<sup>th</sup> August - 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 write any suggestions/comments you may have on the space below and return the slip to the office.

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Name (optional): \_\_\_\_\_ Date: \_\_\_\_\_