

Happy Birthday!  
Leo, Syra, Sa'ad  
and Salah

Roof top  
nursery

## Celebrating Carers Day at Rooftop Nursery

### Female Carers Day Event

It was a joy to open our doors on Friday 8<sup>th</sup> March to all our amazing parents/carers. Thank you to all parents and carers who attended and made the day special. We hope you all enjoyed meeting the other parents, meeting the staff, the tasty food and the presents. As part of this special day, there were plenty of activities such as decorating plant pots, making sensory bottles, making lava lamps, sandwich making and many more. Some parents also enjoyed being pampered, getting their nails done, and getting a back massage. Also, a big thank you to our cooks who made delicious food for all the parents and staff and thank you to all parents who filled out our feedback sheets on the day and gave great feedback. We hope all the parents who attended on the day liked the gift they each received from our lovely manager Hafiza.

#### **Here are a few parent comments from the event:**

"Thank you so much for the special day, it was really enjoyable and special"  
– Julia Lia's Mum)

"Lovely time spent making crafts with Juliet and doing new things together like planting, socializing with mums" – Holly

"Everything was spot on, and I am so happy that my child is in this wonderful environment, very good supportive staff".

It was nice to see how comfortable the children are at nursery and how they feel at home - **Verena**



# Rooftop Nursery

















## Our integrated Health checks for two year olds with our Health visitor and our parents afternoon

**Parent's afternoon: Wednesday 13th March - Friday 15th March 2024**

Thank you to everyone for taking time for our virtual parents' afternoon. These meetings are really important to stay updated with the children's progress and development.

### **27<sup>th</sup>-month health and progress checks**

Our 27-month review was held on Wednesday 28<sup>th</sup> February 2024, for those children that were due for Health reviews. Thank you for taking time out for this meeting.

### **Here are a few parents' comments.**



All information needed on my child was provided and I am happy with his progress.

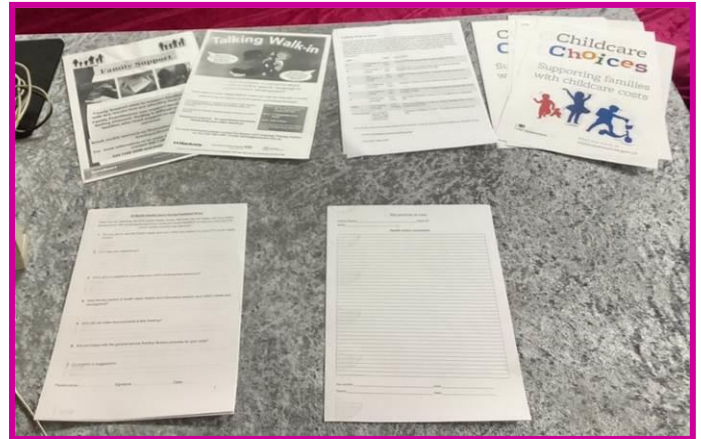
All questions were answered, it was good to speak to the key person.





We also had our 27-month integrated review with a few of the children due to their 27-month progress checks, these reviews were held with the health visitor, parents, and key person.

**Our two-year-old check parent information table**



**Policy & Procedure / Top Tip for Parents**

**Measles cases rising**

**Get vaccinated against measles**

The MMR vaccine can prevent measles. It also protects you from [mumps](#) and [rubella](#).

**Measles is an infection that spreads very easily and can cause serious problems in some people. Having the MMR vaccine is the best way to prevent it.**

**Check if you or your child has measles**

Measles usually starts with cold-like symptoms, followed by a rash a few days later. Some people may also get small spots in their mouth.

**Cold-like symptoms**

- The first symptoms of measles include:
- a high temperature
- a runny or blocked nose
- sneezing

**NHS**  
City & Hackney

**Measles cases are rising in London**

Is your child vaccinated?

Wednesdays  
3pm - 6.30pm  
Saturdays  
9am - 12pm

Two doses of the MMR vaccine can stop your child from becoming seriously unwell with measles.

If your child is aged 0-11, get them vaccinated at one of our MMR clinics!

Book an appointment by calling **0207 254 2298**

**Richmond Road Medical Centre**  
136 Richmond Road, London, E8 3HN

Find out more about the MMR cases in City & Hackney!



- a cough
- red, sore, watery eyes

### Spots in the mouth

- Small white spots may appear inside the cheeks and on the back of the lips a few days later.
- These spots usually last a few days.

### The measles rash

- A rash usually appears a few days after the cold-like symptoms.
- The rash starts on the face and behind the ears before spreading to the rest of the body.
- The spots of the measles rash are sometimes raised and join together to form blotchy patches. They're not usually itchy.
- The rash looks brown or red on white skin. It may be harder to see on brown and black skin.

**Information:** It's very unlikely to be measles if you've had both doses of the MMR vaccine or you've had measles before.

### Urgent advice: Ask for an urgent GP appointment or get help from NHS 111 if:

- you think you or your child may have measles
- your child is under 1 year old and has come into contact with someone who has measles
- you've been in close contact with someone who has measles and you're pregnant or have a weakened immune system
- you or your child have a high temperature that has not come down after taking paracetamol or ibuprofen
- you or your child have difficulty breathing - you may feel more short of breath than usual
- your baby or young child is not feeding well, or taking less feeds or fluids than usual
- you or your child are peeing less than usual (or your baby has fewer wet nappies)
- you or your child feels very unwell, or you're worried something is seriously wrong

Measles can spread to others easily. Call your GP surgery before you go in. They may suggest talking over the phone.

### Get vaccinated against measles

The MMR vaccine can prevent measles. It also protects you from [mumps](#) and [rubella](#).

## Parent reminders

### Staff Award of the Year

Every year, parents, carers, volunteers, and staff vote for a staff member they feel deserves to win the title of Staff Award of the Year. It is a way of rewarding staff for working hard and being committed to their job. The staff member with the highest vote will be rewarded with a one-week paid holiday and an engraved trophy. Please look out for the email and remember to vote.



### Staff Award Ceremony

The winner will be announced on the staff award ceremony on Friday 24<sup>th</sup> May at 5.30pm.

To celebrate this occasion, **the nursery will close at 5.00pm on Fri 24<sup>th</sup> May**, so please arrange for your child to be picked up earlier on this day.





# Parent Notices

- **No mobile phone/camera or any electronic devices that record policy:** Please put your phones away, Bluetooth or any electronic devices that record once you enter the nursery premises.
- **Please call the office by 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 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.
- **Please return nursery spare clothes.** Parents are welcome to donate clothes to the nursery such as socks, and hats.
- **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 store buggies in an orderly fashion,** do not obstruct the pathways and fire exits.
- **Please support us by folding your buggies & leaving space for others in the buggy storage.**
- **Please ensure your child does not bring toys to the nursery,** we will not be responsible for any toys that are lost.
- Please ensure your child does not bring small items such as coins/money into the nursery in their pockets, can cause hazard.
- Please provide extra clothes and nappies for your child's sessions throughout the week
- Please ensure your children are dressed according to the weather conditions.
- **Pick-up times;** pick up time is from 3.30 pm to 5.45 pm Can parents please ensure you are here to pick your child up: the latest by 5.45 pm, as we have too many parents coming in together which delays feedback and closes the nursery on time.
- Please ensure you collect your child on time to avoid our late payment fine.
- **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](mailto:office@rooftop-nursery.com)
- **Tapestry:** If you need support accessing Tapestry, please contact admin on [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)

All parents should have access to Tapestry to check your child's observations. If you have trouble logging in or do not have an account, please inform the office.

## Henry: Healthy Start, Brighter Future

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

Opportunities include:

- Online parent support groups run by a HENRY facilitator – a chance to share experiences with a small group of other parents, find ways of reducing stress and gain new ideas to manage daily family life and get your little ones off to a great start
- Sessions on specific topics such as introducing your baby to solids or tackling fussy eating – provided on the phone or via video calls
- Having a HENRY Buddy - someone who will keep in regular contact with you, providing practical and emotional support to help you through the challenges of family life.

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





## Reminders

**Tiny Mites: Mondays, fortnightly**

**Football: Tuesdays, fortnightly**

**French: Wednesdays, fortnightly**

**Book bags: changed weekly every Tuesdays or Thursdays. Please remember to return them.**

## Planting and spring

### Bridging the gap – cultural capital

Star Room have been showing interest in plants and nature, they have been watering the plants on the roof as well as exploring the flower beds in the garden, questioning why there is soil in there. Therefore, the children took part in various planting activities to further develop their knowledge on the outdoor area. The children had an opportunity to develop their sensory skills as they explored the soil, and different types of seeds and learned what their benefits are. The children had a trip to the supermarket to discuss what vegetables and fruits are, how they are different, and how they grow. Most of star room were able to confidently identify which fruits and vegetables grow on trees and on the ground.

### Expressive Art and Design- Creating with materials – Making sunflowers.

Star Room took part in making flowers using cupcake holders and buttons. In line with our theme, we have been concentrating on planting flowers and vegetables in the garden and pots, they have seen different flowers growing. The children were shown a book about sunflowers, and they immediately recognised what kind of flower it was all saying "It's a sunflower". The children also identified all the other different things on the front page of the book such as *flowers, poppies, rabbits, squirrels, butterflies, and the sunny sky*. This activity encouraged the children to [talk about some of the things they have observed such as plants, animals, natural and found objects](#)

The practitioner asked what happens at this time of the year and Marley said, "We do planting and vegetables". Leo K said "We have flowers too" referring to new flowers growing. The activity consisted of cupcake holders of different colours so that the children had a variety of choices. We also had different size buttons and the children were able to [identify if they were small or big, round or different shapes](#). The practitioner demonstrated how to do the activity by sticking the cupcake holder on the paper while adding the buttons in the middle and then drawing the stick with leaves using felt tip pens. Marley, Gabriel, Teddy, Soul, Leo Y, and Leo K showed a keen interest in this activity, choosing their favourite colours, and remembering to use a little bit of glue to stick their flowers. The activity provided the opportunity to enhance [fine motor skills, helping children improve their hand-eye coordination and dexterity, choosing colours, shapes, and sizes, and allowing their creativity to blossom](#).





## Understanding the World – The World - Trip to the supermarket

Star Room had a trip to the supermarket. Marley, Alaia, Blue Jean, Jad, Zayn, Omari, Adam, Leo, Idris, and Maya went on this trip. The practitioner had discussions with the children about what vegetables and fruits they would like to buy. Marley said “aubergines”. Idris said “Cucumber”, Blue Jean said, “Orange” and Maya said “Watermelon”. We then made a shopping list of everything they wanted and began to get ready for the trip.

The children wore high-visibility vest jackets and harnesses. The children were taken in groups of three. As we were walking, the practitioners asked, “What are your favourite fruits?” and Idris said, “I love strawberries”, while Zayn added “Banana”. Blue-Jean said, “I like pear and apples too” and Alaia added, “I love watermelon”. The practitioner asked the children about the shapes of the fruits they like, and Maya said, “Watermelon is round like a circle”, [extending language and communication skills](#).

As the children saw the fruits and vegetables, they all began to get excited pointing at the different fruits and vegetables. The practitioner asked for a volunteer to get a basket, Idris volunteered and carried the basket. Walking and looking at the fruits, the children picked their favourites such as carrots, apples, cucumbers, pears, aubergine, potatoes, pepper, and oranges. Alaia then said, “Where’s the lemon I want to get a lemon”. All the children began looking for a lemon and as they saw the colour yellow, they quickly ran to it and grabbed one.

Omari saw a melon and said, “Get this”, Idris said, “That’s going to be heavy to carry back”. The practitioner asked if they were happy with their shopping, and they all took turns holding the basket and commented whether it was heavy or light. As we walked to the cashier, the practitioner asked how much they thought it was going to come to. Alaia said “£6”, Idris said “£100”, Blue Jean said “£10”, Marley said “£7”. The practitioner was holding 2 notes, a £20 and a £10, asking the children if they recognised the money, Jad said “That’s £20.” Zayn was encouraged to ask the cashier “How much is it” The shopkeeper said “£6.49” and Alaia said, “Yay I got £6” with excitement”, [linking numerals with amounts up to 5 and maybe beyond](#). The children gave the money, and we made our way back to the nursery the children then took turns feeling, smelling, and talking about each item, they also had the opportunity to cut and taste some of fruit as well as role-playing in the home corner using real items.

The trip [encouraged healthy eating](#) by involving our children in the process of grocery shopping. The children are way more likely to try new foods when they take part in the





## World Book Day

### Little Red Riding Hood- World Book Day

#### Literacy – Reading – Making Wolves.

Star Room focused on the storybook *Little Red Riding Hood* as a theme for the week as part of World Book Day. The children learnt about what happens in the story and about the characters which relates to literacy development skills supporting them to retell the entire story after reading it many times.



As part of the theme, they made wolves from the storybook. During the activity the children learnt that the wolf is a stranger in the granny's house and pretends to be the granny and then jumps out to eat the Little Red Riding Hood. The story is intended for young children to not talk to strangers who pose a risk to them. Talks about events and principal characters in stories and suggests how the story might end



The children used round paper, grey paint to make the wolf fur colour, and paint brushes. They were shown a wolf visual in the storybook and a picture of a real wolf. The children painted the paper and added googly eyes. During the activity, Leo K, Idris, and Blue Jean said, "The wolf looks scary". They enjoyed the activity as they got to learn about each character as well as bring their imagination and creativity to life and help develop their interests and ideas.

#### Expressive Art and Design- Being Imaginative and Expressive – Dressing up/ World Book Day

In line with World Book Day, Star Room children and practitioners dressed up in different characters from the book *Little Red Riding Hood*, such as the wolf, grandma, and Little Red Riding Hood. We had lots of discussions and storytelling sessions, and we also had a party!

Zayn, Leo Y, Alaia, Juliet, Adam L, Juwairiya, Gabriel, and Leif dressed up as their favourite characters. Leif wore bunny ears and brought his favourite Peter rabbit soft toy, showed his peers, and said, "Look my favourite Peter rabbit". Juwairiya dressed up as Elsa from *Frozen* with a magic wand, gloves, crown, and her lovely costume. Alaia dressed up as Princess Belle with heels. She said, "I'm Princess Belle but I didn't wear my crown". Zayn was dressed up as an astronaut, and he was pleased to show his costume to his peers. He saw that







there were magnetic planets on the board and pointed saying “Look that’s like me” as he saw the astronaut magnet. Leo Y was shy at first to put on the Peppa Pig hat but as he saw everyone else wearing costumes, he confidently wore it throughout the day with joy. Juliet wore her favourite Peppa Pig dress with a necklace that she made which had stars, unicorns, and beads. She said, “That’s my Peppa Pig dress”. Dressing up helps children express their personal reading choices and share reading recommendations as they express what books they like and why.

The children were able to create situations and scenes and act out social events. They were able to test out new ideas and behaviours in a comfortable environment. Through these storytelling opportunities, the children enhance their creative thinking and communication skills as well as practice language development and social skills.

### Science experiments

Star Room took part in doing different types of science experiments, the children have been showing interest in what happens when certain ingredients of resources are mixed. They have been enjoying experiencing the cause and effect of when two ingredients are mixed. For example, the children explored colour changes when they were mixed and making predictions about which colour would come out. The activities have been encouraging discussions, during which they express what you see, feel, taste, hear, smell, and discover, such as melting ice cubes, and mixing vinegar and soda to make volcanic eruptions.

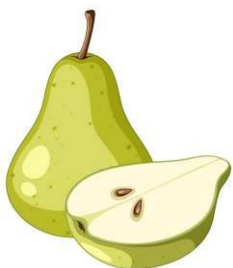
### Communication and Language – Understanding – Cutting fruits and making predictions of decomposition.

Star Room has been concentrating on science experiments. We had potatoes, bananas, onions, and apples to cut and store in a container separately to watch and observe how it changed through the week. Firstly, we had a conversation about why fruits and vegetables are important, that they contain important vitamins and minerals.

The children were given chopping boards and knives to choose what fruit or vegetables they would like to cut. Whilst they were using their fine motor skills to cut through them as well as using their dominant hands, the practitioner



asked what they think will happen if we keep these apples in the tub for a week and the children responded with some fantastic predictions! Marley said, “It will change colour”. Teddy added, “It will get smaller”. Idris said, “I think it will stay the same”, using talk to explain what is happening and anticipate what might happen next.





The practitioner then asked if they thought the colour would go brown, green, or yellow and Maya said, "It might go green". The practitioner explained it would grow something called mould. The practitioner carried on explaining what mould is and said it is a form of fungus-like bacteria which grows as something is growing. The children placed the fruits and vegetables in separate tubs, closed the lids, and said, "We are going to watch it every day". The children showed **high concentration** in the activity as they were attentively listening to how the fruits would **change and showed an understanding of growth, decay, and changes over time.**

### **Expressive Art and Design- Creating with materials – Volcanic experiment.**

Star Room participated in a volcanic experiment that allowed the children to make predictions on the **cause and effect** of a variety of ingredients mixed. The practitioner had two different bottles with liquid inside, mentos, vinegar, and baking soda. The children were asked the children if they could name the ingredients, Marley said, 'That's vinegar' and Idris added 'That's soda when we made slime', **remembering ingredients from different events.**



The children were then asked to predict whether the vinegar or the white liquid would cause the eruption and which one they thought wouldn't go as high, showing they could **make guesses and understand the use of objects.**



As they observed the experiment, they noted that the vinegar had a bigger reaction. Zayn said, "Do it again" so the practitioner repeated it but this time asked if we should put more mentos in to see if there was a bigger reaction and they all said yes. The children then said it was the same, it didn't react differently. Following on from this, the children wanted to see what would happen if vinegar and baking soda were mixed with one mento. As the practitioner began adding the mentos, there was no reaction, Marley said, 'Add the baking soda'. As the soda was added, the mixtures began erupting and the children were amazed. All the children showed a **high level of fascination** during this activity and **engaged for a long period.**

### **Ramadan**

Star Room took part in Ramadan activities throughout the week, as many Muslims are celebrating Ramadan. The children explored various activities such as making mosque collages, making moons, learning about hajj as well as tasting dates, which are eaten to break the fast. The children had the opportunity to learn about different cultural events and customs and why





Muslims fast. Additionally, the children explored St Patrick's Day by making green playdough to make a 3 or 4-leaf clover which indicates the 'Holy Trinity'.

### Expressive Art and Design- Creating with materials – Making prayer mats

In line with our theme of Ramadan, Star Room children took part in making prayer mats. The aim of the activity was for the children to learn about a religious tradition they may not be familiar with but to also understand why Muslims are fasting for a month. The practitioner asked the children, "Who knows what this is?" showing a prayer mat as a visual. Juwairiya responded, "It's a prayer mat?" remembering how she has similar mats at home. The practitioner then said 'That's correct, Muslims call it a Musallah in Arabic'.

All the children repeated 'Musallah'. The practitioner asked the children, "Do we know what Ramadan is and what some people are doing during Ramadan?", and explained that during Ramadan some people fast, and the children repeated the word, "fasting". Blue Jean asked the practitioner, "What's fasting?", **being able to ask how and why questions and expanding her knowledge**. The practitioner explained to the children this is when Muslim people don't eat food or drink water from dawn to sunset. The practitioner asked the children if any of their parents pray at home and Juwairiya said, "Mine".

The next aim of the activity was to get the children to make their prayer mats. The practitioner had pieces of purple shredded paper, white A4 paper, and cut pieces of fabric. Blue Jean and Alaia used their **dominant right hand** to spread the glue on the edge of their paper and expressed to the practitioner that they were going to stick the purple shredded paper on the edge while looking at the prayer mat to resemble her one. Idris spread the glue in the middle first and said he wanted to stick the fabric first. As he picked up the fabric and put it on the paper the practitioner asked, "What does it feel like?" Idris responded, "It's soft and it's got lines in it", **describing different textures and the marks he makes**. As the children continued to decorate their prayer mats, the practitioner explained that Muslims pray 5 times a day and use the prayer mat to pray on. Blue Jean asked 'why' and it was explained that they pray to become closer to God and for their well-being, **being able to understand religious aspects**.





## Understanding the World- People and Communities – Making green playdough



Star Room took part in making green playdough in honour of St Patrick's Day. The practitioner concentrated on measurements and allowed the children to tell the practitioner what steps

were first, and next and how much flour, oil, or water would be needed.

The practitioner explained the importance of St Patrick's Day, that it is a day to celebrate St Patrick who is believed to have brought Christianity to Ireland. We explained that people typically dress up in green and take part in parades. Some foods like corned beef and cabbage are associated with this day, and even some drinks are sometimes dyed green to celebrate the day. All the children **listened to and understood the cultural customs**.



The practitioner asked the children open-ended questions such as, "Why do we need to make a big batch of green playdough, how many children do we have?" The children counted those around the table and Marley, Teddy, Juliet, Gabriel, Idris, and Leo said, "We have 6 children".

The practitioner praised the children for counting correctly and then informed the children there would be 16 children the following day so they should make enough for all those children too. The children demonstrated the ability to **tell the difference between more and less as well as confidently counting**.

For the first step, the children said, "We need to add the flour." The practitioner asked the practitioner asked the children how many cups of flour they needed, and the children replied 8 and so they added 8 cups. From this, they will also learn about **cause and effect**. Marley then said, "We need to get the green paint to add". The practitioner showed the children a teaspoon, tablespoon, and a cup and asked, "Which one should we use to add the green paint?". Idris said, "Half the cup because there's a lot of flour". As half a cup of green powder paint was added Maya said, "We need more it's not showing", **understanding and identifying how much is needed of each ingredient**. As the flour was ready the children said they needed to add water, Teddy and Leo Y got the water jug, filled it up with water, and poured water inside. Marley added, "If it gets too sticky then we add oil and flour". The practitioner partially kneaded it and gave all the children their pieces so they could add or reduce the amount of flour needed to make it less sticky. Once their playdough was ready the children tried to make cabbage and leaves (clover). The practitioner and the children were doing it step by step together. Once they made their leaves and rolled the playdough in balls to make cabbage, they **made a 3 leaf clover** and the practitioner explained the 3 leaf clover means 'Holy Trinity'

### Bridging the gap – cultural capital

#### Physical Development- Moving and Handling - Football

Star Room took part in a football session supporting their physical development as they used their hands and feet to either kick or throw the ball and catch it. It supports them with their **listening and attention to follow instructions** well such as when the coach speaks about which teams they are in or what game they would be doing with the ball and how to do the different activities, moving from one cone to another.



The children who took part in the activity were Marley, Soul, Leo K, Alaia, Juliet, Idris, Jad, Blue Jean, Zephaniah, and Maya. The children first started to do warm-ups which involved moving their arms forward and round then doing the same in the opposite direction.



The children then played a game tickly shark. Leo K ran after his peers as he pretended to be the tickling shark and his peers were to run around the island and come back into the island to get away from the tickly shark. Soul had a go at this game which he enjoyed, **running with spatial awareness, and negotiating space successfully, adjusting speed or direction to avoid obstacles**. Then the rest of the children were to run around the cones and then freeze when asked by the coach which Marley, Alaia, Soul, Blue Jean, and Leo K did well in. They then bounced their ball on the cones and threw it to each other, **being able to grasp and release with two hands and feet**. Leo K, Idris and Soul were confident in this and some children needed a bit more practice catching the ball.

#### Tiny Mites - Expressive Art and Design

Star Room took part in a Tiny Mites session which supported their **language development and attention skills** by singing and actions using props. The children got to hold and feel the different items and describe how it feels, they also **followed instructions** such as “Can you show me how to stomp your feet like a dinosaur?”.

The activity started with the children listening to the welcoming song, “Round and Open”, then the practitioner brought out a cat and sang another song, Zephaniah, Juliet and Maya touched the cat and said, “It is soft”. The children then got up to hop to a song, Maya joined to hop on one leg whilst listening to the song. They sang a driving song using plates to pretend that it was the steering wheel, **using tools for purpose, and pretending** they were going to the Bubble Museum, using their imagination and pretending. The practitioner then brought out the bubbles and the





children collectively reached their arms up to pop the bubbles. The children were then given shakers to make sounds with, [creating sounds, and movements, to accompany stories and to express experiences, ideas, and feelings](#). East tapped his shaker on the ground, Leo Y, Gabriel, Blue Jean, and Leo K used the shakers to tap on their hands as they were pretending that it was a drum. The children enjoyed the overall bonus class doing different actions, they showed excellent attention and engagement.

### **French – Communication and Language- Understanding**

During our Star Room French session, they started by waving to the teddy bear saying 'bonjour.' When they finished waving to the bear, they sang their introduction song 'Bonjour sava tre bien'. Debbie asked the children, "What is my name?" The children said, "Debbie", remembering familiar adults from previous sessions.



Debbie then said Jm'appelle Debbie. The children were then asked to say Jm'appelle and their names in a robot voice whilst they passed the ball around to one another, connecting to different languages and remembering certain words. Star room children would begin to play around in this session, but they passed it nicely to one another. Debbie then said 'we will go to visit the circus and visit different people such as le clown ( the clown), le magicien (the magician), le jongleur (the juggler), l'acrobate (acrobats), les musiciens (musicians).

They went on to play musical statues and the person they went to see would act out from the circus such as le clown or le magician. Debbie asked the children, "What do we need as a magician?" The children shouted out a wand (la baguette magique), understanding simple questions and being able to answer them. Debbie asked if they could make the bunny disappear. The children said yes. Debbie asked the children to pick a scarf and say what colour it was, and they repeated it in French, such as rouge, bleu, orange, vert. To hide the bunny the children would need to say the colour scarf they had and place it on top of the bunny. They all looked interested and concentrated while also waiting excitedly to hide the bunny. Lastly, the session ended with popping bubbles as Debbie sang the goodbye song. Gabriel, East, and Juliet were jumping to catch the bubbles, Leo Y was clapping his hands to pop them. Adam and Teddy used the tip of their nose to pop the bubbles as they laughed together.



## **Rainbow Room**

Sadly, we said goodbye to Sandara who left the nursery at the end of February. We would like to wish Sandara and her family all the best for the future.

## Shapes and colours

Rainbow Room has been exploring and learning about different shapes and colours in the environment. The lovely mosaic artwork on Eversing Road inspired this interest. We started by observing and **naming shapes** in the room and making arrangements with blocks. The children have been learning to trace shapes, make their own shapes using spaghetti, sort colours, experiment and mix paints to observe cause and effects and shape hunting. These activities aimed to further develop their **creative, early literacy, and maths skills**.

### Literacy Development: Writing / Tracing Shapes

Rainbow room children first focused on learning to identify the shapes and trace around them. We used 3D shapes to trace around them. This was great fun as many of the children showed interest and **practised coordinating their fingers, hands, and wrists** as they were tracing. Jayce, Lia, Vincenzo, and Sandara participated in this activity. Jayce did very well and showed a **can-do attitude** while he used his left-hand **tripod grip** to trace around the triangle shape as he **demonstrated his preference for the dominant hand**.

Some children were curious and asked **simple questions**. For example, Vincenzo picked up a shape and said, "What's this?", the practitioner responded to his question and said, "That's a semicircle". He looked at the shape repeated the word "Semicircle" and began to trace around it while he held the pencil using his right-hand digital grasp. Furthermore, Lia and Sandara gave their best as they focused their attention on drawing. Sandara showed great **focus and spent a long period of her play time** at the table drawing freehand and even attempting to trace around the cube shape.



As the children developed more interest in shapes, we carried out another activity called *Mosaic Shape* which required the children to use dry spaghetti, sequins, and paper cutouts to stick around the shape outlines. Brinelle and Lia showed the most interest. The practitioner modelled and showed the children how to spread the glue around the shapes template and stick the sequins, spaghetti, or cutouts around the line. Lia reached out and helped herself to a glue stick which she then dipped into the glue pot. She then spread the glue and using her right thumb and index finger stuck on the sequin one by one while further developing her **hand-eye coordination and making arrangements with the arts and craft materials**.

## Female Carers Day/world book day

This week we focused on celebrating the female carers in our lives. We carried out activities like card making, baking hearts, and flower-shaped biscuits, and made portraits using transient art materials.



## Expressive Art and Design: Creating with Materials / Card Making

We started off our session by creating cards for our loved ones. The children used red and pink paint and a shape cutter which they used to dip into the paint and then create the prints on the paper. We had much fun doing this activity as the children all **took turns**. Jasper from the baby room and Lia took part and showed good **concentration and involvement**. Lia showed a **can-do attitude** as she helped herself to the apron, she then selected the flower-shaped cutter which she held with her right hand, dipped it into the red paint, and pressed it down on the card. Once she lifted the cutter, Lia was amazed to see the **effect** and said, “*Look Flower*”, as she became more **vocal and expressed herself**. Vincenzo put his ideas into place as he helped himself to a paintbrush and said, “I am painting a motorbike”. Vincenzo further practised **his fine motor skills** by holding the single-handed tool using his right-hand **tripod grip** and making lines and dots on the card. He then observed his peers and decided to join them and make star prints on his card. The practitioner engaged in conversation with the children and asked who they were making their cards for. Vincenzo responded, “I am making for my mummy”, and Lia said, “My mummy and daddy”.



## Mathematics Development, Making Arrangement/ Transient Art: Portraits of our loved ones

To support the children's learning and knowledge of carers, we used transient art materials to make our lovely pictures. Transient art is a term used to describe art that is non-permanent and continually evolving, where a variety of materials are used to create pictures, patterns, or models. Rainbow room children enjoyed **positioning and manipulating** their pieces within a frame created from a selection of leaves, flowers, and herbs.



The children used **their imagination** and created portraits of their loved ones by positioning the flower which represented their eyes, wooden pegs for their mouth, and parsley for their hair. Vincenzo worked so hard in making his pictures and was extremely **proud of his achievement**. We also had some children from the baby room who took part in this activity and explored and **developed their creative skills and an understanding of their senses** through touch, feel, and smell. Furthermore, the children got the opportunity to observe **texture, colour, compare patterns, numbers, and sizes** while making arrangements.



## World book day

To celebrate World Book Day, the children and staff dressed up as their favourite characters which **prompted conversations** about the different stories and what made them so special for each of them. It was a wonderful day, with various activities that



highlighted the beauty and importance of starting the habit of [reading](#), even at a young age.

We focused on *Goldilocks and the Three Bears*. The children had many opportunities to bring [stories to life through pretend](#) cooking and making their own porridges, collage of Goldilocks and the bears to build on their knowledge and help [develop their interest in literacy](#) by listening and [re-telling the story](#). By listening to the story, the children fostered their understanding of the diverse world and familiarity with words and built their knowledge of the world, about families, seasons and days of the week, places, natural habitats, and the built environment.

### **Physical Development / Health and Self-Care / Maths / Making Porridge**

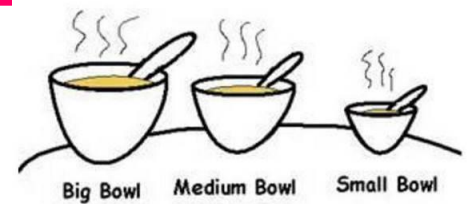
The children had so much fun making porridge. This was a great activity to start exploring the world of [imaginative play](#) by feeding the bears their porridge. We looked at all the ingredients and equipment we needed for this session such as milk, different-sized bowls, oats porridge, and spoons. The practitioner placed the porridge oats into a large bowl and encouraged the children to use their spoons to scoop out the three spoons of porridge and place them into their bowls to represent the bears from the story. This activity was also linked to their maths development, learning to [measure and size](#).

Vincenzo, Leo, Nell, and Jayce loved participating in this activity and spent ages pouring, mixing, and getting their hands messy. For example, Nell selected a bowl and spoon she wanted and said “Mine”, and using her right hand she scooped out the oats into her bowl. With little support from the practitioner, Nell was able to count 1,2,3,4 scoops. She then pointed towards the jug of milk and said, “Milk please” and carefully poured some milk into her oats as she was [using more language](#) to express herself.

Leo first observed what his peers were doing and then decided to join, he helped himself fill his bowl with the oats and added half a bowl of milk with some help from the practitioner. While tasting his porridge, Leo looked up and started smiling while rubbing his tummy.

### **Understanding the world: People and Community / Dressing up**

And, lastly, our celebration wouldn't be as memorable without a party! Well done to all the children and staff who dressed up across the week. We had so much fun role-playing in our costumes and bringing our stories to life. The children celebrated by eating some yummy snacks and party food and then improved their [large motor skills](#) by toning and [strengthening their muscles](#) through dancing!



## **Spring**

Spring has finally arrived and with it many fun opportunities for the children to explore the wonders of the natural world. Our children have been busy using their observation skills and spotted various birds, flowers, butterflies, and bees. Therefore, we focused on supporting the children's growing interest by implementing gardening activities. The children created a collage of daffodils,





flower printing with bright colour paints, made a bird feeder, created some amazing mobiles using old CDs, planted cress, and made our own sandwich.

### Understanding the World / The World / Planting Cress



Planting and growing is a fun and relaxing activity, and Rainbow Room loved getting involved and learning about different types of plants. The practitioner set out plant pots, soil, child-friendly shovels, and cress seeds. We had the following children who took part in this activity and showed great interest and enthusiasm: Lia, Nell, Vincenzo, Leo, Jayce, and Selim. The practitioner modelled and carefully explained to the children step by step how to transport the soil into the plant pot and how many seeds to add, showing that the children were confidently able to **follow the lead and instructions** given to them.

Nell and Jayce spent a long period, filling their plant pot with soil using the shovel as they were **learning to use different types of tools appropriately**. Each child helped themselves to the cress seeds and used their thumb and index finger to pick up the seeds one by one and add them to the soil. Selim was curious about the seeds and used his right-hand index finger to point and said “What’s that” as he built his **confidence to use his language to express his thoughts and ask simple questions**. The practitioner explained to the children that these seeds are called cress seeds, and when we plant the seeds in the soil, the cress will grow, and we can eat them while showing the children a picture of the cress and what it looks like. Once the children had planted their seeds, the children each took turns to water the soil to help the cress seeds grow.

### Expressive arts and Design / Creating with Materials / Making bird feeders

Following on from our planting session, rainbow room children made their own bird feeder by using bottles and a variety of cereals such as Weetabix, Rice Krispies, and Cornflakes. Making bird feeders is a fun activity for all children, **it’s creative, and educational** teaches the children **new skills, and connects them more in tune with nature**.

The children practiced using **single-handed tools** and utensils such as spoons to scoop the cereals and poured into their individual bottles. The practitioner showed the children step-by-step instructions on how to create the bird feeder. We had Lia, Nell, Archike, Jayce, and Leo who were excited and spent a **long period** making their feeders for the birds. Achike was fascinated by this activity and kept scooping the cereal and filling his bottle and said “It’s not full yet” while using his **language to share his views and thoughts**.

Furthermore, all the children did very well in **sustaining their attention, practicing their listening skills** responding to simple questions, and giving reasonable answers. For example, Nell asked the practitioner if the birds like rice krispies, the practitioner explained to the children that birds like to eat various seeds, berries, fruits, vegetables, and cereals as it provides the birds with essential nutrition and helps them grow. This activity has inspired many of our children to engage in conversation and talk about things that they have observed. For example, Vincenzo remembers the birds sitting on the tree and eating the berries; Jayce pointed towards the door and said, “Bird outside”.

## Ramadan

### Understanding the world: People and Communities



This month the nursery has been taking part in Ramadan celebration. We created a Ramadan interest table with many cultural clothing, books, prayer mats and pictures for the children to independently explore and investigate. Throughout the week, the children took part in many activities to help develop their understanding of Ramadan and learn **about different faiths and beliefs**. Rainbow room children drew around their hands and decorated them with lots of patterns like Mehndi (Henna), we used shapes to make arrangements and create a mosque collage and we made a collage of a moon and a star using sticking materials and paper plates and tasted dates as that is what Muslims first eat to break the fast.

### Expressive arts and Design: Creating with Materials / Making collages of Moon and Star.

For this activity, the children in Rainbow Room used paper plates that were cut out into the shape of a moon and a star which encouraged the children to explore and enhance **their creativity and use their imagination**. The children each helped themselves to the PVA glue, gems, sequins, and glitters to stick them onto the templates and focused on improving their **hand-eye coordination** and **overall control of their hand movements**. We had Mia, Jayce, and Vincenzo who took a liking to this activity and spent a large period sticking the materials to decorate their work and **adding fine details**. Throughout this activity, many of the children **were making choices and decisions** on which sticking materials they wanted to use. For example, Vincenzo pointed towards the glitter pots and said, "I want that one", reaching out to the gold glitter pot. We also heard some amazing **conversations taking place**, between the children as they spoke about all the shiny and colourful materials they stuck down. For example, Jayce and Vincenzo both were very fond of the gems and started labeling some of the shapes that they recognised e.g. stars and circles.



### Communication and Language development: Listening and attention and Speaking / What's in the bag and Ramadan objects and clothing.

The children took part in What's in the Bag session during circle time, all the children did very well and sat nicely waiting for the practitioner to start the session. What's in the bag is a fun and **engaging early language** activity which has many benefits. This is one of our favourite activities in Rainbow Room. As the practitioner sang the song What's in the bag, she went around encouraging each child to take out an object from the bag. The following children Achike, Mia, Felix, and Vincenzo participated in his activity and showed interest. The practitioner and the children engaged in **open-ended conversation** and spoke about each of the items in the bag and what they were used for. For example, Felix pulled out a prayer mat from the bag, the practitioner asked the children if they knew what the mat was called. She then went on to explain that it's a prayer mat which Muslim people use to pray on. She then encouraged the children to **use their senses** to feel the texture and describe how it feels. Mia said 'soft' and Vincenzo said, "It's got patterns". As





the session continued the children each took turns to try some of the clothing. For example, Achike and Felix **developed their sharing and turn-taking skills** as they tried on the hat. Achike was very vocal and started describing the colour and texture of the hat. The practitioner **introduced new vocabulary** as the children were **learning new keywords** for Ramadan such as *fasting, mosque, prayer mat, Ramadan, henna, dates, iftar (Breaking fast), and charity (Zakat)*.

## Bonus classes

### Tiny mites / being imaginative and expressive / Singing and Dancing



What a spectacular session of Tiny Mites we have been having here in Rainbow Room! The children are doing incredibly well with these additional bonus classes. They have been learning **to express themselves more through songs and dancing** and share their unique styles of movements with peers and practitioners. Our Tiny Mites teacher, Meighread, who started with us in February has now settled well and the children have become more familiar with her and eagerly wait for her to start the session. As always, the session started with “Tiny Mites Club go round and open”. All the children gave their best and **joined in by**

**singing along and imitating** the actions by copying Meighread such as winding their arms and waving.

We then visited a zoo called *Mr. Zachary had a Zoo* and met five amazing zoo animals: a giraffe, lion, crocodile, monkey, and a penguin. Throughout this song the children were **actively involved and practiced their large motor skills by imitating the actions** of the animals such as roaring as a lion, stretching tall like a giraffe, snapping their hands together like a crocodile, and finally waddling their feet like the penguins.



This was then followed by a visit to London, where we got to see a furry fluffy cat who met the queen and scared a little mouse. As Meighread went round in the circle, the children each took in turns stroking the cat’s fur. Selim and Mikyle were fascinated by happily sitting beside their key person and engaged in the session. Mikyle especially enjoyed the song called *Dina’s Disco Beat* and gave it his best shot by attempting to copy the steps such as stamping his feet, waving his arms, and spinning around to the tune.

Furthermore, Meighread took the children driving downtown. All the children were asked to sit down and make a large circle. Meighread handed plastic plates which they used as steering wheel, while she sang the song “The Door Goes Clunk and the Belt Goes Click”. Meighread gave the children **instructions to follow**, for example, between the song she would make a goose sound and the children had to tap their wheels and make the honk sound.



Rainbow room children did amazingly well throughout the sessions and were able to maintain their attention and sing along with Meighread. As always, we finish our session with the bubble song which all the children look forward to, using their index finger, the children attempt to pop as many bubbles as possible.



### French session/ Communication and language development



French is another bonus class that Rainbow Room children enjoy and look forward to every fortnight. Our French session continues to support and capture the children's learning by **building on their vocabulary**. Debbie, our French teacher, uses many interactive songs to make learning more memorable and fun for the children.

We start our session with the welcoming song which is called "*Bonjour Cava and Marci*" while imitating the hand movements such as *bonjour* for a wave, *Cava* for thumbs up, and *Marci* the Makaton thank you sign. The children then practice reciting their numbers 1-5 in French. All the children do very well in **copying and repeating the actions** shown by Debbie. Furthermore, to support and build on the children's confidence, Debbie uses a soft toy that she gets the children to pass around in a circle and get the children to practice the phrase "*Je m appelle*", followed by their name.

The children engaged in a freeze game which they all enjoyed. The song required the children to dance to the tune and when it finished Debbie will say and show images of familiar characters and objects e.g. clown ( *le clown*), acrobat ( *l'acrobate*), juggler ( *Le jongleur* ), ladder ( *l'échelle* ), butterfly ( *papillon*) which the children have to say, copy action and hold the pose. Both Selim and Enaya were engrossed in this song and tried very hard to copy the poses and hold their balance.

Following on, the children explored colours using bright colourful scarves. They took turns selecting their choice of scarves from the bag and sat back down. Debbie demonstrated to the children some actions that they had to carry out for this song. All the children **carefully observed** as Debbie waved the scarf in the air, created zig-zag lines on the floor, tossed the scarves, and attempted to catch and squeeze the scarf to make a flower which not only helped the children develop their **hand-eye coordination** but also their **fine motor skills and straighten their fine muscles**.



Debbie then took out a soft bunny, and along with this, the children used the colourful scarves to hide the bunny. For example, she asked each child to pick up a yellow scarf, name their colour in French and place it on top of the bunny's head and make it disappear. We learned the following colour names in French: *bleu* (Blue), *rouge* (red), *jaune* (Yellow), *vert* (green), and *couleur* (orange.) We ended the session with bubble fun and got some lovely stickers.



## Sunshine Room

### Happy birthday Syra, Sa'ad and Salah who all turned 1 this month

Sadly, we had to say goodbye to Rumi who left at the end of February. We spent a lovely day with Rumi playing games, exchanging lots of hugs and had a farewell party with decorations, music and party food. We would like to wish Rumi and her family all the best for the future.



### Sensory food play

#### Sensory food play

Sunshine Room continued the theme of food play following on from the previous week as they continued showing great interest and the younger babies needed to explore further to achieve their full potential in exploring different tastes and textures as they wean onto solid foods. The older babies were encouraged to expand on their communication and language as they learned new words to describe the foods. They explored cereals, rice with peas, spaghetti, and fruits using their hands as well as different utensils.



#### Mash potato and Rice Krispies – Physical Development /moving and handling.

The leading practitioner prepared mashed potato and Rice Krispies in a tray with utensils. Salah, Saad, Solomon, Rumi, and Jasper took part in the activity. With the support of the practitioners, Saad and Salah were able to stand at the tray and take part. They both touched the mashed potato and the rice krispies trying to reach in, the practitioner picked some up in her palm bringing it closer to them. Using [their fine motor skills and palmer grasp](#), they held a plastic fork in their right hand to poke the food. Sa'ad attempted to taste it, bringing it to his mouth [willing to try new textures and tastes](#) and he was using his [finger and thumb](#) to grip and squeeze the peas.



Rumi and Jasper both touched and squashed the potato with their fingers but preferred using the utensils, they also [repeated single words](#) saying "potato", "pea", and "soft". Solomon was very engrossed in the activity; he was switching between hands as he scooped the potato and rice krispies and used the bowl and jug to fill it up and then pour it out. The practitioner handed him some mashed potato whilst describing the texture such as "It's a soft and yummy potato". Then Solomon took the lump of potato using his finger and thumb and gently placed it in the jug he was filling. Overall, all the babies took part and engaged in exploring and experimenting with the food.



#### Planting

As this is the best time to plant your crops in time for spring, we used this opportunity to support and extend the babies' learning and understanding of how to grow our very own foods. We first introduced cress plants to the babies which they planted in their individual pots and watched them grow.



Then we planted spring onions, potatoes, and carrots in our garden vegetable patch which they will help look after by watering them daily.

### Planting Cress Seeds: **Understanding the World**

The practitioner prepared the seeds, pots, spade, and cress all on a tray to introduce the activity to the babies **to support their interest in the environment and learn how we plant and grow cress**. We started by looking at the fresh cress, which they willingly touched, smelt and even tasted, some **exploring with all their senses**.



Ibraheem and Jasper were keen on tasting it and wanted more. Syra also tried some. The practitioner demonstrated step by step the planting process. Jasper and Ibraheem followed the practitioner's lead as they scooped the soil into the pots first, Jasper held the spade with his right hand and



steadily scooped the soil then aimed into the pots without spilling **showing preference in the dominant hand and good use of hand-eye coordination**. They were encouraged to keep filling up the pots.

Then we took out the seeds from the packet and as the practitioner poured some in her palm, Jasper and Ibraheem pinched some **using their finger and thumb pincer grip** and sprinkled them in the pots just as the practitioner demonstrated. We pressed the seeds in and they were praised for their achievement. They both wanted to pick more fresh cress and ate it **showing willingness to try different tastes and textures**. Syra was also supported to scoop the soil and she placed her hand forward to touch the spade as the practitioner guided her. Overall, the babies achieved their target as they showed interest and were able to follow the steps and carry out the planting activity confidently.

### Planting sensory bin – **Physical Development: Moving and handling**

Following on from the planting activities we prepared a sensory bin for the children to further explore. The practitioner prepared planting pots and spades with lentils and beans in a tray to introduce the activity to the babies. The children enjoyed playing with the beans, they used their hands to pinch the food to separate them into different pots, **exploring and interacting with others, and playing confidently**. At first, Ayat wasn't interested in the lentils but then she too started separating them into pots and used the spade to pick up the beans and add them in a pot as well. The children explored all the different equipment and had lots of fun with this tactile play **showing increasing control in holding, using, and manipulating a range of tools and objects**. The babies learned skills such as sharing and combining things.





## World Book Day

Our theme book for this week was “*The Very Hungry Caterpillar*”, and most of our activities were based around that, for example, the babies made caterpillars using paper plates as well as a butterfly collage.

### Handprint Caterpillars: Expressive Art and Design/Creating with materials

We used blue paint to paint the tips of the babies’ hands, green paint for their palms, blue representing the caterpillars’ legs, and green for the caterpillar’s body. Ibraheem, Jasper, and Sa’ad joined in the activity. Ibraheem let the practitioner paint his hand but didn’t want to make handprints on the paper he preferred just painting on the paper using his hands. Jasper let the practitioner put the paint on his hand and enjoyed making handprints, he then took the paint himself and painted with his other hand to try



and make more handprints holding mark-making tools with his thumb and all fingers and continuing to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression. Sa’ad’s hands were painted, and he looked very closely at his fingers as it was his first time exploring with paint. They repeated their handprints a few times to create the caterpillars’ bodies and we pointed out the body parts making connections between the movement and the marks they made.

### Story box and feeding the caterpillar game 🐛

We had a story box session, the learning intention being to listen to the story and make links, being imaginative using props. This included a story box, a basket of fruits, and the caterpillar paper plates the children had made earlier. The practitioner started by placing the paper plates together to make a caterpillar which also had pictures of the fruits on it, then the practitioner pulled out the storybook showing the babies the Hungry Caterpillar.



Jasper and Syra sat near and observed. The practitioner took out the soft caterpillar prop to show them and encouraged them to stroke it which Jasper did and smiled, Ibraheem needed encouragement and Syra was showing some interest with adult support. Syra reached out and picked up the paper plate images as well as feeling and observing the soft fruit props. Jasper listened to the story and showed interest in feeding the caterpillar prop with the fruits from the tray. Jasper was asked which fruit he would like, and he said “yellow” Then the practitioner named the fruits for him and he chose “apple”, using single words. The practitioner pointed out the number of fruits in each picture encouraging counting with them.

## Spring

As our theme of The Hungry Caterpillar came to an end, it linked smoothly to our next focus which was spring. The babies took part in many activities to learn about spring such as printing flowers and vegetables and making sensory spring playdough.

### Making butterfly collage-Physical Development and handling

For their adult-led activity, the babies participated in creating a butterfly collage, as part of their theme of The Hungry Caterpillar which turns into a butterfly. The babies used different colours paints and tissue paper to create their collages. The babies used a paintbrush to make marks and enjoyed the activity. Jasper,

Ayat, Solomon, and Syra took part in the activity. They created lots of marks; Ayat

was unsure and was not engaged at first however she did

make some small marks eventually. Solomon was eager to paint; he kept grabbing for the paintbrush and dipped the paintbrush in all the colors. He experimented with a range of media – tools, materials, sound, and whole-body movement -- through multi-sensory exploration.

The practitioner helped the babies identify some of the colors, Jasper was good at independently identifying the colors and was able to independently identify the colour “yellow.”,

responded to and engaging with the world that surrounds him. The babies also added some tissue paper in the end for the final touches that made the wings pop out.

### Spring sensory Playdough - Communication and Language-Speaking

The practitioner prepared the flour, red paint, water, bowls, and wooden spoons, and Ibraheem showed interest straight away and began grasping for the bowl, spoon, and flour. Salah, Ayat, and Ibraheem participated in the activity. The practitioner assisted him in measuring the ingredients and he was eager to pour it all in, holding it with both hands, pouring, and stirring. Once the dough was formed, he showed interest in manipulating the dough for quite some time and used sounds and gestures with the practitioner. He was transporting

the dough from the bowl to the jug and pushed it inside then tipped it to get it back out. He used gestures and body language to convey needs and interests and to support emerging verbal language use. He used his fingers and thumb to pull the dough apart and put it back together. When the practitioner introduced the flower and petals, he wouldn't touch it but smelt it and smiled. He has developed his likes and dislikes.

The practitioner demonstrated how to pick the petals apart and add them to the dough and pointed out the leaves, but Ibraheem just explored his plain dough. Ayat was encouraged to have a go.





## Ramadan



As Muslims around the world are celebrating Ramadan, observing the month of fasting, prayer, reflection, and community, we took this opportunity to introduce a little about Ramadan to the babies in Sunshine Room. There was a selection of items brought in by practitioners to share with everyone and use for discussion and the interest table, other activities carried out were tasting dates, creating a mosque collage, making greeting cards, creating an iftar plate, decorating moons and stars, and exploring a sensory bin.

**What's in the bag:** **Communication and Language/ listening and attention and Speaking.**

The practitioner prepared some religious items in a bag for the language session. This was our way of introducing the theme to the babies at the beginning of the week. In the bag, there were prayer mats, prayer hats, a scarf, prayer beads (tasbeeh), and a book about Ramadan. Ibraheem, Jasper, and Syra took part in the activity at first. During Ibraheem's turn, he took out a prayer bag and the practitioner repeated the word 'bag' to encourage language and Ibraheem used lots of **gestures showing interest**. Jasper took out a scarf and attempted to **repeat the word** after the practitioner.

Syra managed to pull out a hat with the support of the practitioner and she smiled, interacting **through gestures and body language**. Sa'ad and Salah also took part but didn't take anything out of the bag as this was their first time experiencing the session, but they **were willing to have a go**. All the children took part as they waited, listened **to the practitioner and followed her lead**. The practitioner said the name of each item that was taken out of the bag, but the children didn't repeat it after the practitioner.



**Mosque collage:** **Expressive Art and Design / creating with materials.**

A Mosque is a place of worship for Muslims; therefore, the practitioner introduced an image to the babies on the iPad before starting the activity. The practitioner

labelled the features of the mosque and linked them to shapes such as *tall cylinder*, *arch*, *dome*, *rectangle*, *moon*, and then we used shapes cutouts to place on our large paper to create our very own image of a



mosque. Jasper, Ibraheem, and Syra took part using glue and glue sticks to spread the glue on the large paper, sometimes using their left hand and switching to their right hand as they **used a pincer grasp** to hold the stick. With the support of the practitioner, they were encouraged to place down the coloured shape cutouts piece by piece, and label

the names of the shapes used, this encouraged Jasper to **repeat single words and use the names of shapes through play**. The babies were able to **experiment with a range of media and materials** during the activity and once it was complete they **noticed the transformative effect of their action on materials and resources**.



## Bonus Classes

### Tiny Mites: Expressive Art and Design/Being imaginative and expressive.



#### Listening and attention, Imitating the actions, Understanding,

The babies took part in a music session with the practitioners. The practitioner began saying hello to the babies. Jasper and Syra quickly sat down as they recognised who it was. Ibraheem then joined the circle with the rest of their peers, Sa'ad and Salah were supported by the practitioners who also enjoyed the session. The practitioner began singing the Tiny Mites song "Round and Open" as she asked the children "Do you think the Tiny Mites are awake or sleeping". She said, "Let's

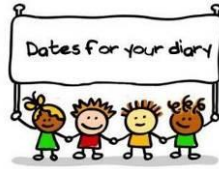
make lots of noise so the tiny mites can wake up". The babies began tapping their thighs and clapping their hands while imitating the practitioner, **able to mirror and improvise actions they have observed, e.g. clapping or waving.**

The practitioner introduced one tiny mite doll at a time Dina and Mitty. Ibraheem and Jasper waved at them while Sa'ad, Salah, and Syra watched them curiously. The practitioner then sang 'row row your boat'. Ibraheem and Jasper copied the actions by waving their hands in the air. They moved on to the next "star song" as the practitioner showed the babies a silver star which they looked at interestingly. The babies listened as the music played "Twinkle Twinkle Little Star" as Ibraheem began twirling with his hands up. Jasper then stood up and stamped his feet, **moving while singing and listening to sounds and music.** Syra clapped her hands and showed joy by smiling.



The babies then moved onto using the shakers to shake continuously while the practitioner sang. Syra had two shakers and was flapping her hands while the rest of the babies were shaking it with their **dominant hands**. The babies were confidently shaking the shakers as they enjoyed the sound it was making. Lastly, the babies showed interest in popping bubbles and saying goodbye. Ibraheem was very excited as he was jumping to catch the bubbles. Syra, Sa'ad, and Salah tried to reach for the bubbles as the practitioner held them. We look forward to our next music session.





### **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 3<sup>rd</sup> 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 3<sup>rd</sup> 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>

## Comments/ Suggestions

Please feel free to email us any suggestions/comments you may have to [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)

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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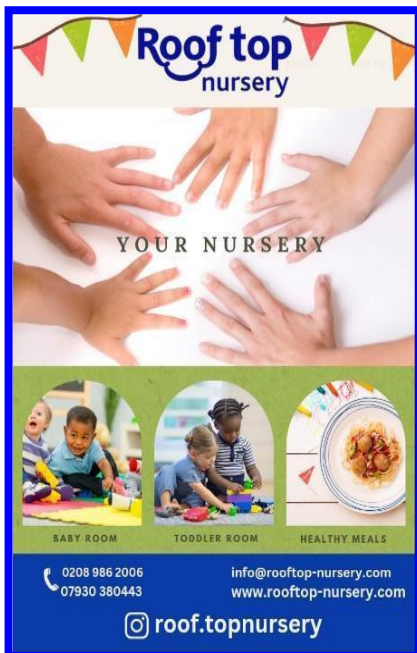
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## Instagram

Did you know we're on Instagram

**Please follow us on Instagram and recommend us to your friends and family.**

roof.topnursery

Look out for updates and see some of the amazing pictures.

Look out for all updates.