

Ottaway

May 2018  
Newsletter

Happy  
Birthday!  
Isa  
Nika  
August  
Naeem

Roof top  
nursery

Roof Top Nursery

### Trip update

Thank you for all the suggestions that we have received for our summer trip. Every year, we take the children and parents/carers to a destination chosen by the parents themselves. Last year over a 140 of us went to Colchester Zoo and had a fabulous time!

We look forward to revealing our chosen location soon!

### Male Carers' Day: On Friday 22<sup>nd</sup> June 8.30 -11.00am- keep your morning free!

You are most welcome to attend this special occasion with your child and meet all the other dads, granddads, brothers and uncles. Male Carer's Day is a great chance for male carer's to come along to the nursery and spend quality time, participating in fun activities with your child/ren and weather permitting compete in our **obstacle course!** **There will be Special gifts** for all carers who attend. Lunch will be provide

#### Timetable for the day

8.30 - 9.45am- Indoor Activities

9.45 - 10.15am Play roof activities (obstacle course)

10:15 - 10.45am Food/drinks and gifts



### Ready for outdoor play

Please ensure your child has

- ✓ Sun hat (label with your child's name)
- ✓ Sun cream - only if your child cannot use Nivea SPF 50 which we use on the children at the nursery
- ✓ Plenty of spare clothes/ shoes for water play

### Parents Afternoon

We had a good turnout for this terms informal parents afternoon. Parents are able to view, comment and upload their own observations, enabling greater parent involvement and interaction between home and nursery. Thank you to all the parents who were able to fill out the feedback forms provided to them. We really appreciate the comments and suggestions that parents provide us with.

## Eid Closure: The nursery will be closing for Eid on Friday 15<sup>th</sup> June 2018

You may be aware we are in the middle of the month of Ramadan and soon approaching Eid, the celebration that marks the end of Ramadan. Majority of the staff have been fasting during this month whilst working. We like to thank all the parents and children for their support and patience during this time.



### Zahira going on Maternity:

At the beginning of June we will be waving farewell to Zahira, our Senior Nursery Nurse in Rainbow room, who will be going on Maternity leave on Friday 1<sup>st</sup> June.

Zahira has been a fantastic support to the parents and children at our nursery. We will miss her very much and cannot thank her enough for all her hard work, until then we wait patiently for her to return back to us. We wish Zahira all the best with her new family,

Farewell Zahira.



## Parent notices updates

- **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)
- **Fees reminder:** monthly fees are due in advance and not in arrears. We will be issuing fines for every late payment. The fine is £10 for each week you go over. Please ensure online payments have the correct reference - i.e. your **child's name**. **N.B. We do not accept cheque payments**
- No babysitting policy: Staff at Rooftop Nursery cannot babysit children that attend Rooftop Nursery for safeguarding issues.
- No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- Please provide a labelled bag with adequate amount of spare clothes for your child (underwear, trousers, socks, nappies, wipes etc)
- Please return nursery spare clothes.
- Please call the office by 9.15am to inform us of any absences or late arrivals.
- Breakfast starts from 8.05am until 8.50am. If you wish for your child to have breakfast please arrive before 8.45am.
- Please check your child's pockets to ensure they do not bring in coins or any objects deemed as a hazard.
- Please close the gate behind you upon entering and leaving the premises to ensure the safety of all the children.
- Sign your child in and out daily on the register (please write your name rather than mum/dad). Please ensure your child attends nursery on time. Lateness causes disruption and affects the child's routine and their ability to settle in.

# Star Room

**WELCOME: Isabelle, Otto, Rowan and Shane to Star Room!**

## Healthy Eating

### Communication and Language:

This week Star room's theme was based on the children's interest in 'healthy eating'. The children were observing the different foods their peers have and how it is different to what they eat due to different allergies and religious purposes. **Learning is a continuous journey through which children build on all the things across new and interesting challenges.** Janai said, "I have an allergy to eggs, if I accidentally have egg then it will give me a reaction". Amelie said, "I have a severe allergy to kiwi, I am not allowed to eat kiwi, my food cannot touch kiwi either".



Children in Star room started the topic of healthy eating with a short video clip all about healthy eating, while watching the clip the children saw why it is important to eat healthily and how healthy eating is good for their body and teeth. Gabriella said, "If we eat too much chocolate then it will be bad for our teeth, but if we eat it sometimes then it is ok because we are not having it all the time". Edith said, "When we do eat chocolate or sweets then we need to brush our teeth straight away, my mummy said we cannot have sweets and chocolate before we sleep because it is bad for our teeth". When the short video clip came to an end the children discussed about allergies, preferences and why they do not have certain food because of religious purposes.

The children were able **to listen and respond to ideas expressed by others in conversation or discussions.** Ayaana said, "I cannot eat fish or beef". Janai said "I am not allowed to eat egg because I



have an allergy, but I am allowed to have milk but I like oat milk". The second half of the activity was based on what Star room children had seen on the mini clips of healthy eating. All the children were given a paper plate with different healthy and unhealthy foods and the children were also given real fruits and vegetable at the centre of the table to categorise what is healthy and what is unhealthy as a whole group children put the fruit into different categories. Then the children cut out and stuck on different types of food on their plate. This **provides practical experience that encourages children to ask and respond to question.** Marion said, "I am drawing a carrot, apple and melon". Amber said, "I need red so I can draw a radish". Gabriella said, "I am drawing a banana". Otto said, "I made an apple", and shows it to the

practitioner. At the end of the activity all the children were able to identify a few of the healthy and unhealthy food types, the practitioner also showed the plate portion size to the children so they are aware of how much children should consume each day which is in conjunction with our 'Eat Better Start Better' programme.

Star room children also went to visit the library this week. While walking to the library the children spoke about exercise. Violet said, "Walking to the library is a lot of exercise". The practitioner spoke to the children about healthy exercise and said it allows children to be healthy and fit if they do lots of walking. Naeem said, "I sometimes walk to nursery because it is healthy". The children were able to [listen and respond to ideas expressed by others in conversation or discussions](#). When they got to the library the children sat down and read a few books and then choose a few healthy eating, allergies and different cultural food books to bring back to the nursery, which helped them further extend the topic of interest.

### Mathematical Development:

Star room children took part in making fruit salad this week, as part of their theme on healthy eating. The children learnt about having their '5 a day' and how eating healthy makes them strong and healthy. [Providing activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other](#), the children were talking about their favourite fruits while cutting their fruits to add to the fruit salad, the children cut different fruits such as melon, mango, oranges, grapes and strawberries. Marion said, "My fruit salad is very colourful look I can see orange, red, yellow and green". Gabriella said, "Mines smells very fruity". Children used a butter knife to cut out a variety of different fruits to put into their fruit salad. Gabriella, Naeem and Amber said, "We need to be very careful".



## The Royal Wedding

### Mathematical Development: Shape, Space and Measure

This week the theme was based around the Royal wedding, to the upcoming wedding of Prince Harry and Meghan Markle. All the children were excited to explore the different activities around the Royal wedding. Kobe said, "Is it in London because the Queen is from London".

The children took part in making a victoria sponge cake for their afternoon tea party. They were able to [explore the properties of objects and they can weigh and measure, such as at a cookery station](#). Throughout the activity all the children [explained their own knowledge and understanding and asked appropriate questions](#) based on the activity. The







children were introduced to the activity of baking a cake as most children showed interest towards cooking and baking in the home corner. All the children were shown the different ingredients, Gabriella said, "Before we make a cake we all need to wash our hands because we have germs". Kobe asked the practitioner, "Can we see all the ingredients to make a cake?" Naeem says, "We use eggs and flour". Kobe said, "We also use butter Naeem". The practitioner asked the children if they know what else goes into a cake. Gabriella replied by asking, "Can you tell us?" We use self-rising flour, eggs, butter, baking powder, vanilla extract and milk.

Marion, Kobe and Naeem helped the practitioner put in the butter and gave it a mix, Ezell, Asianne- Mae, Yunus and Amber helped stir the butter. Shane, Melissa and Otto **measured for a purpose** by putting in baking powder in the mixture. Otto said, "One more spoon will do it". All the children helped mix together the milk, flour, baking powder, vanilla extract and butter together, once complete the practitioner put it in the baking tray.

### **Communication and Language:**

Continuing the theme on the Royal wedding, the children all enjoyed painting the union jack flag and we talked about why it is important in the Royal wedding. **Include things which excite young children's curiosity, such as hats, bubbles, shells, story books seeds and snails.** Gabriella, Isabelle, Amelie and Naeem painted the blue, red and white flag. Gabriella held the paint brush with both hands, she asked, "Is this the London flag?" The practitioner replied by saying, "Quite close it is the British flag" Edith asked, "What is British?" The practitioner explained the different types of flags that symbolises the different countries. Amelie said, "I remember once I got the Australian flag which is different to the British flag". The practitioner spoke about the importance of the flag for the Royal wedding. Gabriella said, "They are British like us isn't that right like us".

Following the activity children had watched a short clip on the Royal Family and how the flag symbolises the Royal wedding, all the children were engaged in the clip. The children were **beginning to understand 'why' and 'how'**. Kobe asked, "The flag looks like the one we painted isn't it?"

## **Holiday**

### **Expressive Arts and Design: Exploring and Using Media and Materials**

Star room children had the opportunity to use different materials to decorate what activity they took part in during their holiday. Throughout the activity the children were encouraged to notice that they can **use lines to enclose a space, and then begin to use these shapes to represent objects.** Amber, Gabriella and Kobe said to the practitioner, "I need to do more sticking", because there was an empty space on

their paper. Towards the end of the activity most of the children were able to point out any empty spaces they may have on their paper.

The children used language session during this activity. In the session the children were encouraged to talk about their experience and to **build vocabulary to build their breadth of experience and use more complex sentences to link thought**. During the activity the children were linking their thoughts and experiences for example when Edith said, "I went to the beach" and Sky said, "I went to the beach too". Violet said, "I went to the pool for swimming".

Star room children created the places they visited by using lots of junk modelling materials. Janai said, "I am making a castle for Rapunzel", as she cut out the box. Gabriella said, "I am making the beach" while pointing to the sea and later the sandy beach. Jonah said, "I am making the swimming pool". During the activity the children were encouraged to **use one handed tools to build and construct**, which all the children showed they can do as they cut using the stickers, glue spreader and cello tape.

The theme was followed through for the following week, as the children that did not have a chance to share their holiday experiences had the opportunity to do so.



## Cultural and Traditional Weddings

### Physical Development:

During the Royal wedding theme, a parent has requested if we can do a theme on different cultural weddings as her child seemed interested in the cultural wedding mum attended. Taking parents request into consideration and seizing the opportunity to implement diversity the children were provided the opportunity to explore the different cultural weddings.

Star room children have made a Doli which is a very emotional part of Sikh weddings and refers to the ceremony in which the bride leaves her parents' home after her wedding. The children used two boxes which they decorated using different coloured paints and with the support of the practitioner the children cut out the doors. Star room children **used different media and material to decorate** the Doli, they first painted the Doli and later used glue to stick by sticking colourful material on the Doli. The children were encouraged to **practice some appropriate safety measures without direct supervision**. Kobe, Gabriella and Violet were cutting the doors out with the practitioner, they all have used the



scissors safely keeping the scissors low down when it is not being used and used it carefully whilst cutting the box.

### Communication and Language:

When Star room children looked at Turkish weddings they followed on the activity by baking some bread as traditionally the parents give bread, sugar and salt on a nicely decorated platter for the bride and groom.

During the baking activity the children **responded to the instructions in a two-part sequence** by pouring all the given ingredients into the bowl. Amber, Melissa, Violet and Esmail helped put the ingredients together in the bowl as they told the group what they have put in, Amber said that she is putting the flour and Melissa said she is putting the yeast. The practitioner helped crack the egg into the bowl. The children helped mix the ingredients together and later moulded the dough. Whilst they were moulding the dough Amber and Esmail said it felt sticky, so they needed more flour. After the children moulded the dough Kobe said, "Now it needs to go in the oven to bake".

### Understanding the World:

Star room children looked at Khadija's wedding album and Kobe and Amber instantly recognised Khadija in the pictures. The children were provided the opportunity to see that **some things make others unique and were encouraged to talk about something similar**. Throughout the activity the children pointed out Khadija and what colour dress she was wearing. Gabriella said, "Khadija is really pretty", and Kobe said, "There is lots of pictures of Khadija". Naeem said that she is wearing red as he pointed to the picture. All of Star room children were excited to see the wedding cake. They wanted to skip pages just to see the cake pictures. Amber said she has cake at home and Kobe said he bakes cakes at home with his mummy.

To further their understanding of different cultural weddings the children have watched a mini clip on different cultural weddings. Amber, Gabriella, Amelie and Naeem pointed out the different colour dresses the brides wore, Amelie said on the first video the bride wore red and the other bride is white. They also listened to the different types of music that was played in each wedding.



### Forest Play Updates:

This month as always a new activity was introduced which was 'nature faces' which was a wonderful success. The children explored the natural environment to look for objects to make a sculpture of themselves using leaves, twigs, etc. Hafiza also introduced the children to sticky weed for making these sculptures and sticking it to themselves which they enjoyed. Amber finds another plant and says "looks its sticking to me ". **Characteristics of Effective Learning - Finding out and exploring - Being willing to 'have a go'.**



During this activity the children enjoyed making sculpture nature faces. Marion and Naeem found a big stone and says “we will use this for the head”. *Characteristics of Effective Learning - Creating and thinking critically – thinking*. The children found twigs and broke into pieces to help create hands, legs. Marion says “we can use the grass for the moustache”. Marion also makes a sculpture of her mum. *Expressive arts and design: Being imaginative - Engages in imaginative role-play based on own first-hand experiences*.



Kobe finds some weed and says “I can use this for the hair”. Naeem says “the acorn can be for the head”, he got some stones and say’s “this can be for the eyes and the arm”. *Communication and Language: Listening and attention- Listens to others one to one or in small groups, when conversation interests them*. Amber and Naeem make a small nature man together and then Amber makes her own one. She outlines the body with the glue, and uses sticks grass for the hair and leaves for the body, she then says “I made my dad”. She then makes another one saying “I’m going to make my mummy”. Jonah joins in and says “I need to find something for the eyes”, the adult encourages him to find something he finds some stones and says “here, this” and makes his nature face and says “I made a monster”. *Personal, Social and Emotional Development: Self-confidence and self-awareness - Can select and use activities and resources with help*. Amani used the sticky weed to create his dad he say’s “the sticky weed looks like my daddy’s beard”.

Jonah, Amber, Isa and Otto enjoyed the water paints. They were filling up their buckets and emptying it and also enjoyed brushing the wooden crates. Edith also uses the water paints and says “I am painting the benches”. Gabriella then takes the water to water the plants. Marion paints the stairs and says “I am painting the stairs to make it a darker grey”. Marion also explores colours by saying “without the water it is dark green and with water it is light green”, she also explains this “it is called mixing colours”. *Expressive arts and design: Exploring and using media and materials - Explores colour and how colours can be changed*. Isa enjoyed painting with the large brush and says “I am painting brown”.

Marion, Kobe, Ayaana, Jonah, Harrison, Violet GS and Isa enjoyed collecting leaves and twigs and Janai collects some wood. The children enjoyed collecting different materials around the outdoors. Amber, Naeem, Kobe, Jonah and Violet GS enjoyed doing body making with the cards.

Jonah is exploring around and says “I found some cracks”.

Naeem says “I saw some woodlice”. Ayaana uses the net to find some ants.



The children are very fond of forest play sessions and always are waiting eagerly for their next session.



# Rainbow Room

**WELCOME: Cortini & Cade to Rainbow Room!**

## Target Week

Rainbow room focused on achieving the children's targets this week, therefore they carried out various activities to help the children meet their targets.

### Physical Development and Communication and Language:

Several children in Rainbow rooms' target is to **Show control in holding and using jugs to pour, hammers, books and mark making tools, to imitate drawing simple shapes such as circles and lines** and also to **show preference for dominant hand**. To try and achieve this we carried out activities such as using a plastic knife to chop and cut vegetables to make salad, drawing our favourite fruits and vegetables and also cornflour play using paintbrushes to create shapes and lines. In this a number of children expressed their preferences in regards to food. For example, James said, "Sweetcorn is so good, and my favourite colour is yellow like corn" and, "Do you know that my favourite vegetable is tomatoes and peas". When cutting and chopping vegetables the children were able to do this and Ace took interest in this by taking his time to cut his cucumber and lettuce. Theo was very proud of himself when cutting his cucumber in half then in half again making it into four pieces. He showed staff saying, "Hi five, me I've done it, I cut the cucumber!" These activities were successful as majority of children were able to hit their targets. When engaging in cornflour play staff asked the children if they were able to make shapes. Zam, Amber, Charlie, Rowan and James were able to make a circle and square with their paintbrush by this they showed that they had a good **understanding of simple concepts**.



## The Royal Wedding

Part of promoting the British values within the nursery setting, Rainbow room spent a week celebrating Prince Harry and Meghan Markle's wedding which took place on Saturday 19<sup>th</sup> May 2018 at the Windsor Castle in England.

### Personal, Social and Emotional Development:

Rainbow room children took part in various activities related to the Royal wedding this week, one of these activities was role play and dressing up in different costumes such as princess dresses, crowns, royal capes, masks of the Royal Family's faces and soldier outfits to represent the outfit of Prince William and Prince Charles wore when they were getting married, this being the children's favourite activity of the week. The children had the chance to pick an outfit of their choice by **expressing own preference and interest** and Amber, Rowan, Adam and Luca all chose to wear dresses with beautiful details such as sequins and diamantes. Luca was feeling the dress he had put on saying, "Wow nice", and Adam said, "Mines so pretty", while dancing in front of the mirror and holding a crown to his head. From this the children all had the opportunity to **play in a group, extending and elaborating play ideas, e.g. building up role play activity with other children**. After our role play and dressing up session Rainbow room held a party in honour of the married couple to be and with this the children had music and dance session and all the children picked a partner to dance with. This allowed the children to achieve targets such as **seeking out others to share experiences with and forming special friendships with other children**.



### Communication and Language:

Our follow on activities was discussing and looking at pictures of the Royal Family, looking at past royal wedding dresses and watching a short clip of Windsor Castle where the wedding would be held. Rowan had looked at Windsor Castle and asked, "Is that Buckingham Palace?" Which he had recognised and remembered from Queen Elizabeth's birthday, that we had focused on in Rainbow room previously. Several children had spoken about their own family's being married such as Charlie who said, "My mummy and daddy are married and my mummy wore a wedding dress" and Zam who mentioned, "My mummy got married in Ibiza" and **began to talk about people and things that are not present**, this not only enhanced their understanding of the world, it allows the children to learn more about one another and their immediate families and their traditions.



## Ramadan

Rainbow room children have been celebrating Ramadan this week and have had the opportunity to take part in exciting activities looking at and tasting traditional foods, Muslims have during Ramadan and also how Muslims practice Islam in Ramadan. These activities promoted diversity and supported our children to understand the world and cultural differences.

### Personal Social and Emotional Development:

Rainbow room children had the opportunity to taste dates which Muslims eat to open their fast at the end of each day during Ramadan. The children were all very excited and were **willing to try new food textures and tastes**, the children were able to feel and smell and taste the dates. Rowan held the date and said, "It feels very sticky" and then said, "It taste like ice-cream", after he tasted it. Charlie pointed at the seed in the middle as he watched staff cut the date and said, "Look it has a stone". James **seeks out to others to share his experiences** as he showed his date to Charlie and said, "Mine didn't have a stone."

### Communication and Language:

As part of the Ramadan activities Rainbow room children painted prayer mats and took part in sticking and gluing to create a mosque and iftar plates. We watched a small video about Ramadan and what prayer mats are used for. Adam pointed towards the video and said, "Lots of prayer mats at the mosque". Rowan **begins to use more complex sentences to link thoughts** he pointed at the mosque and said, "It looks like the queen's castle".

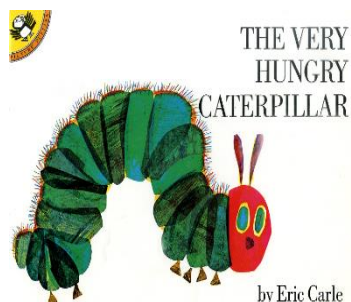




# Sunshine Room

**Sunshine room parent reminders:** to sign in and out using the register.

## The Very Hungry Caterpillar



The children showed interest in this story as a follow on activity from our mini beasts theme last month.

### Physical Development:

The children were able to enjoy the sensory experience of making marks in paint or paste as they engage in painting, printing, gluing and sticking to create a green caterpillar, the red apple, two pears, three plums, four strawberries and five oranges. Whilst printing the caterpillar with the base of a bottle, babies were able to make connections between their movement and marks they make. We also cut apples in half to use for printing and they pointed as they noticed the apple print on their paper, some babies tried to eat the apple therefore they were encouraged to understand yes or no and the boundaries for this activity. The children were given the opportunity to taste some fruit, with the support of a practitioner they cut some kiwi, plums and mango then put it all in a blender, we also added milk and blended up a fruit smoothie. All the children were watching it then they took it home in plastic cups.

### Communication and Language Development:

During some of the fruit activities the children were able to create personal words as they begin to develop language and use single words. We modelled lots of language as we described the 'delicious green pears' at that point Gracie said,

"Yellow", then we had the 'juicy purple plums', 'crunchy red apples' and 'red strawberries'. We also involved some counting using numbers 1 to 5 as the quantity of each fruit increases in the story and then the older babies were also able to recognise big things and small things as we labelled them and asked 'where's the big one?'



## The Tiger Who Came For Tea



### Personal Social and Emotional Development:

Sunshine room children were showing interest in the book corner and some children kept choosing the 'Tiger who came for tea' story book, therefore we extended on this story as our theme for this week. We set up the home corner with tigers and the tea set alongside the book which caught the children's attention and they role-played making tea and feeding the tigers some food. This supported the children's [ability to play alongside one another](#). The children also [engaged in with the practitoner for support when they wanted something or couldn't reach a toy](#) by pointing and using gestures such as Matteo who said "mumma" as he pointed at the mummy in the picture, Jack who was able to identify the moon when asked and Gracie who pointed at the cat when asked where it was in the book . All the children enjoyed having their own tea with the tiger in the home corner as they put the pretend cups to their mouths. Another activity was that we set up the tea set in a tuff spot and we made tea with water and tea bags which they pretended to feed the tigers in the tray, some children took a spoon and stirred the tea in a cup and others poured it in and out of the tea pot.



### Physical Development:

Sunshine room children took part in painting a tiger, we used bubble wrap on rolling pins and dipped them in orange and black paint which they then rolled onto the paper giving us a tiger print. Some children were [able to make the connection between the movement and marks they made](#) as they said "wow" and noticed the print and some said "raah" for tiger. The children were also provided with glue and coloured collage materials to stick and create an image of the character Sophie, mum, dad and the tea set.

We read the story throughout the week and the children listened, pointed and babbled with interest learning new words and sounds.





## Ramadan

Sunshine room children learnt about diversity, different cultures and beliefs as we introduced to them about the holy month of fasting which began earlier this month for all Muslims around the world. We used pictures and resources to show the children during circle time.

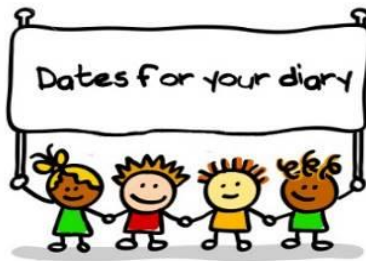
### Physical Development & Understanding the World:

Sunshine room children are able to make connections between the movement and marks they make as they take part in a variety of activities, such as; painting the new moon and stars with yellow paint, they are able to grasp a paintbrush and make random marks with different strokes. We created a 3D model of a mosque using a small box, kitchen roll and card which the children glued together and decorated. Some children took part in gluing and sticking a colourful collage of a prayer mat. We looked at pictures of traditional food and used a paper plate to stick them on to represent the opening of fast. The children were also willing to try a new food textures to taste as they tried a fruit called a 'date' and this fruit is used to open ones fast. Next day we baked some date biscuits where the children were absorbed in combining objects together as they took turns in pouring in the ingredients and mixing it together. The practitioner supported them in rolling out the dough and used the star shape to cut out the biscuits. We also watched a quick video where the children could see how muslims dress, pray, open their fast and what a mosque looks like. The children were making eye-contact and pointing to share their interest as they watched.

As the children showed interest in dressing up with the scarfs and hats in the home-corner we will be extending their interest by providing more dress-up costumes and resources next week.







**Males Carers Day**

Friday 22<sup>nd</sup> June 2018  
(8.30am to 11.00am)

**Eid Holiday**

Fri 15<sup>th</sup> June 2018 (confirmed)

**Staff Award**

Friday 29<sup>th</sup> June 2018  
Nursery closes early at 5.30pm

**Photoshoot**

Wed 11<sup>th</sup> July 2018  
(9:00am to 1:30pm)

**Graduation Ceremony & Party**

Monday 16<sup>th</sup> July (2.00pm to 2.30pm)

**Parents Afternoon & 27<sup>th</sup> month Review**

Friday 20<sup>th</sup> July  
(9.00am to 11.00am, 2.00pm to 5.30pm)

**Annual Trip with Parents**

Friday 27<sup>th</sup> July  
(Nursery Premises closed for trip)

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**Comments/ Suggestions**

Please feel free to write any suggestions/comments you may have on the space below and return the slip to the office or post it into our suggestion box located in Star room corridor.

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