



**A very Happy Birthday
to Vanessa, Felix,
Elyas, Nell & Alfie!**

End Of Year Party

We would like to say a special thank you to all parents, children, and staff that attended our amazing end of year party, we had over 105 people attend which was amazing!

It was a pleasure to host another party to end the year, allowing all children, staff and parents to celebrate together with lots of delicious snacks, treats, fun and games. During the party, the children took part in pass the parcel, musical bumps, musical statues and had the opportunity to show off their dance moves along with their parents/carers, peers, and practitioners. Each child also received a special present to take home at the end of the party from our manager, Hafiza.

Thank you to all the parents who contributed towards the party food for the children and staff, this is much appreciated, we hope you all had a great time!











A big thank you to the staff team & our Head Chef Zarina and the team for the delicious food!



A reminder of the Bonus programs offered at Rooftop Nursery

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

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>

Parent Notices

- Please call the office by 9.30 am or 1:30 pm to inform us of any absences or late arrivals.
- No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- Please return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, and hats.
- Please store buggies in an orderly fashion, do not obstruct the pathways.
- **Please support us by folding your buggies.**
- 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 coins/money into the nursery in their pockets.
- 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.
- Please ensure you collect your child on time to avoid our late payment fine.
- **Parent e-mails:** We send out e-mails regularly to parents to notify everyone of events and updates.
- If you have not been receiving any emails, then please get in touch. Email: office@rooftop-nursery.com
- **Tapestry:** If you need support accessing Tapestry, please contact admin on 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.

Policy & Procedure / Top Tip for Parents

Supporting language development at home:

Play and Early Language

Talking and playing together is the best way to help develop your child's language

How can playing help my child's talking?

Young children learn best through play. Children learn to link words to objects, actions and concepts through their play.

They also learn about sharing, interacting, and communicating with others.

Children learn through copying the world around them – they may copy your actions around the house! They will soon begin to copy you in play.

Stay and Play sessions

Hackney offers Stay and Play sessions at each of its Children's Centres across the borough. Your child can attend these sessions for free.

These are an opportunity to interact with other children and to play with different toys.

Sessions may include activities such as healthy cooking, playing with sounds, messy play and story time.

To find out more contact your local Children's Centre or speak to a Speech and Language Therapist.

Tips for talking

Get down on your child's level

This will mean they can see your face, and this will help them to learn more about talking.

It will help you to notice what they are looking at, and interested in.

Follow your child's lead in play

Play with the toys your child chooses.

Try not to tell your child what to do – see what they do first and join in.

Extend their play – e.g. pretend to drink from a cup if your child is holding a tea cup.

Add words

Talk about what your child is looking at or doing.

Use simple language.

If your child is not yet using any words, choose one word or a sound

to comment. For example: 'down' or 'whee!'

Things to remember when playing

- × **Do not ask questions** - questions reduce the amount of language children use.
- ✓ **Wait for your child to show you when to join in** - only speak when they look at you or show you something. It is helpful to play in silence for a while.
- ✓ **Repeat the words your child uses** so they know they are right.
- ✓ **Add words** to expand on what they are saying. If your child says, 'Fall down' – you could say 'Yes, the horse fell down'.
- ✓ **Use new words again and again** – repetition is good!
- ✓ **Use new words in different situations** – e.g. 'duck' in a book, playing with toy farm, visit to a pond...



For further information:

https://gethackneytalking.co.uk/fact_sheet/play-and-early-language/

Parents afternoon – December 2024

We would like to thank all parents who attended their scheduled parents' meeting in December. We hope you had the opportunity to discuss your child's progress and development with your child's key person.

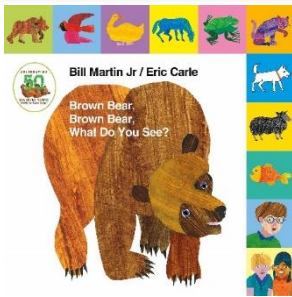
Feedback on our services

If you have not already done so, please send feedback on your thoughts regarding your parents' afternoon meeting which has been emailed to you. We appreciate all feedback as this enables us to recognise our strengths and if we have any areas we can improve on.

Many thanks!



Children's interest in the Book "Brown bear."



Brown Bear Storybook

Sunshine Room focused on a storybook for the week as part of their interest during free play in the room that was inspired by colours. To support their interest and learning in storybooks the practitioner provided the children with activities that were related to them exploring the book and experimenting with different activities. They engaged in activities such as sensory bins, messy play, painting the bear and naming all the animals

from the book, immersing themselves into the storybook through different activities. This theme was planned to help achieve their target in listening and attention under communication and language, more specifically to **listen to and enjoy rhythmic patterns in rhymes and stories.**

Painting Brown Bear – Physical Development/Moving and Handling



The practitioner prepared the activity by setting out paper plates, brown paint, forks, paintbrushes and a bear as a visual reference. Sa'ad, Salah, Matteo, and Mae took part in the activity. Sylvie also joined in after. Matteo was unsure how he was going to make his bear and he decided to check in and observe his peers. He tried using the fork in the paint holding it with his right hand but was not making any marks, the practitioner then modelled to him how to use the fork to make the marks and encouraged him to have a go, he got up and left but then came back when he

was offered the paintbrush and **had a go** at making some marks.

Sa'ad and Salah were eager to paint as they held their plate, reached for the fork and began dipping to and from the paint and paper plate showing great hand control. Sa'ad used his right hand, and Salah used his left hand, as they observed the practitioner demonstrated making marks with the fork.

Sa'ad attempted to have a go and was able to make some marks, **making connections between his movement and the marks he made.** Salah used the fork to dab and print and then chose the paintbrush to make more marks, he was also using his fingers, **enjoying the sensory experience of making marks in paste or paint.**

Mae used her **fine motor skills** to spread the paint on her plate. The children enjoyed exploring with the paint as they were able to make marks on the paper plate and achieved their goal which was to make a brown bear.





Sensory Bin – Communication and Language/Listening and Attention

Sunshine room participated in a colourful sensory experience using beads, blocks, and the Brown Bear book. Esmé, Mae, Sa'ad and Salah were eager to participate in the activity, they went straight into play and said "wow". Sa'ad enjoyed the activity as he was playing with his peers and sorting out the colours by taking a purple bead and placing them on the purple plate.



Sa'ad enjoyed reading the story as the practitioner was turning the pages. He used his right hand finger to point at all the animals **sharing attention** with the practitioner. Sa'ad saw what animal it was and said "dog" and "Woof", **using single words**. He pointed at the black sheep and connected it with a nursery rhyme saying "*Baa Baa black Sheep*" and started humming the tune of the nursery rhyme. He also recited all the colours that he saw such as *orange, red, blue, white* and

attempted to say *purple*.

Salah and Mae enjoyed the activity and were actively **listening** to the practitioner and **enjoyed laughing and being playful with others** while reading the story and connecting all the colours. Mae took a yellow bead and showed it to the practitioner saying "*yellow*", she also pointed at the animals and as she pointed at the cow she said "Moo". Esmé enjoyed playing with the plates and beads, she took the yellow plate in front of her and started to pile it with different coloured beads with both of her hands.



The children were able to practice learning colours and animals. This activity also supported the children to **listen to and enjoy rhythmic patterns in rhymes and stories** as the practitioner read out the story during the activity.

Winter



As the weather got colder Sunshine Room children were introduced to the winter theme and participated in fun activities learning about the season. They looked at winter clothing to keep warm, warm food cooked in winter and tasted fruits and vegetables that grow in winter. The children also explored ice painting, making snow globes, painting in snow, and making playdough using cinnamon and ginger which are seasonal spices.



Tasting Winter fruits and vegetable: **Understanding the world**

Sunshine room babies participated in tasting fruits and vegetables of the season to support healthy eating. The fruit and vegetables used were sweet potato, beetroot, brussels sprouts, pears and carrots. Sylvie, Mae, Esmé, Sa'ad, Salah and Matteo took part in the activity. Mae was well engrossed and participated throughout the activity showing **curiosity and interest in exploring new and familiar experiences**. She looked at all the vegetables and took the opportunity to smell the vegetables and bring them to her mouth to taste. She was able to repeat the names of the fruits and veg **using single words**, such as “*beetroot*”, “*pear*” and attempted to say *sweet potato*. Mae really enjoyed tasting the beetroot as she kept asking for more.

Sylvie also participated in the activity by holding on to the fruit and veg using her senses to get

familiarised with it. Sylvie took the sweet potato with both of her hands and with the help of the practitioner, she lifted it up to smell and feel. Sylvie was able to **grasp finger foods and bring them to her mouth, moving towards independence with support**. Esmé was able to determine what fruit and veg she liked by tasting them. She took a pear which she enjoyed as she kept smiling and munched on it saying “mmmmmm”. She tried the beetroot, and her facial expressions showed she didn't enjoy it very much!



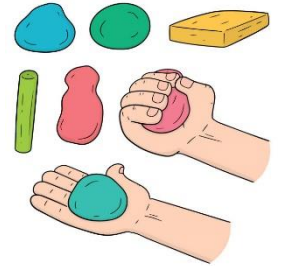
Making Gingerbread cookies: **Physical Development/Moving and Handling**

Sunshine room babies participated in making play dough using winter spices such as cinnamon and ginger. Noah, Syra, Salma, Mae, Esmé, and Sylvie participated in the activity. Noah observed his peers make their playdough, once it was Noah's turn he took the measuring cup with his right hand took a spoon of flour and used his left hand to take a different spoon to mix his flour around, **operating his hands independently during a task that uses both, with each hand doing something different at the same time**. Noah watched the practitioner and his peers as they poured oil and water into their bowl, he then moved onto mixing his playdough. To choose a spice the practitioner gave each child a turn to smell both spices Noah liked the smell of cinnamon and even tried to bring it to his mouth and with the help of the practitioner he took the cinnamon bottle and sprinkled it on top of his playdough.





Mae enjoyed the activity, especially mixing her flour around. She played with the flour by taking her spoon to scoop some out to put in her bowl, feeling it with her hands and using her pincer grip and sprinkling it around her side of the table. She **enjoyed the sensory experience of making marks** in the soft flour or mixing it around her bowl and while mixing she sang a tune and said “mixy mix”. Mae was able to say the spice's name with the practitioner such as “cinnamon”. Esmé enjoyed making the play dough, especially mixing the ingredients with her spoon and her hands.



Esmé squeezed and tapped the playdough with both her hands exploring with her fine and gross motor skills.

Christmas Season

The children were introduced to Christmas celebrations and participated in fun-filled festive activities. They made Christmas trees, greeting cards, reindeer, slime, and played *What's in the bag?* with Christmas items, and sensory bins.



What's in the bag with festive items - **CL/speaking & Expressive Art and Design**



A great way to introduce the topic to the babies was through our *What's in the Bag?* session with items related to the festive season. The practitioner filled a bag with a book, baubles, trees, reindeer headband, tinsel, and a Santa soft toy. Sa'ad and Salah enjoyed the activity. As soon as they saw the orange bag they sat down next to the practitioner and even started to call their peers to sit down on the carpet with them! This **shows growing self-confidence through playing freely and with involvement**. When it was Salah's turn he excitedly clapped and smiled with the practitioner and started singing the 'What's in the Bag' tune with the practitioner **showing interest in playing with sounds, songs and rhymes**. He used his left hand to reach into the bag and took a book, as he pulled it out Salah and his peers said “wow”, using **gestures, sometimes with limited talk**. While reading the book he pointed out the animals that he saw and said their names such as “mouse” and attempted to say “reindeer”, **using single words**. Mae used her right hand to reach in and take a Christmas tree and ornament out, she used the tip of her fingers to feel the tree's spiky texture. Sa'ad enjoyed participating in the activity and demonstrated turn-taking as he pointed and mentioned “Sa'ad turn”, “Salah turn”, and “Mae Mae turn”. He also cheered every time his peers picked an item giving them a reaction such as smiling, giggling, and clapping at them, showing an **understanding that their own voice and actions causes an effect on others**.



Painting Christmas tree – Physical Development/moving and handling

Another activity the babies carried out was creating a Christmas tree using their handprints. We used a prop tree as a visual and they all got to hold it as it was passed around and the practitioner described it using keywords

such as 'a green Christmas tree'. We used large paper and green paint as the practitioner supported each child

in dipping their hand in the paint then printing it onto the paper. Corto, Sylvie, Mae, Sa'ad, Syra, Esme and Salah enjoyed the sensory experience of making marks with paint as they touched the paint and made connections between the movement and marks they made. Esme and Sa'ad continued to explore the sensory experience in the paint by running their hands in tray of paint until they were satisfied.



Making Christmas Slime – Expressive Art and Design/creating with materials

To explore something new and different we experimented in making slime. The children enjoyed making a lovely colourful Christmas slime. To support the children's understanding the practitioner showed the children all the resources they were going to use to make their slime. Esme, Sa'ad, Salah, Sylvie, Zachariah and Ayaan were all sitting around the table ready to have a turn to help the practitioner. Sa'ad helped the practitioner add the first item which was the glue onto a big bowl, then all the children took turns to mix the glue. Ayaan and Sylvie helped the practitioner add red and green glitter onto the bowl, Ayaan was happy to help the practitioner with his dad beside him as he settled in. Zachariah was excited to mix all the ingredients. The practitioner then added the



contact solution and shaving foam to make the slime come together. The slime was ready to be explored, but the children were unsure if they should touch the slime or not because it was sticky. The practitioner manipulated the slime and encouraged the children to touch it and squeeze it with both hands. Sa'ad, Salah, Esmé and Zachariah had a go, playing with the slime, exploring the textures. and manipulating it using their hands singly and together, such as squeezing. Ayaan and Sylvie observed for a while then eventually had a go poking it with their finger. It was a different sensory experience for them that supported their curiosity.



Christmas continued

Sunshine room continued the festive theme for a second week and engaged in activities such as making festive playdough, making stars or angels, stockings, biscuits and party hats.

Making stockings:

Expressive Art and Design/creating with materials & being imaginative



Sunshine room children participated in making their own festive stockings. Firstly to introduce the activity to the children the practitioner showed them a big red stocking for them to get familiar with and filled it with toys that they wanted from around the room. Zachariah and Syra put cars in the stocking. Esme and Salma went to the home corner to

pick out toy food to drop in the stocking.

The practitioner showed a stocking filled with toys ready to share and the children **expressed themselves through physical actions and sound**. We used the stocking as our visual reference to start the activity.

They decorated their stockings using coloured tissue paper. Syra, Salma, Esme, Mae, Zachariah, and Sylvie took part. This supported the children **to make choices and share their interests** as they selected what they liked to stick on their stocking, the practitioner also used a catalogue to show them images of toys and asked them what they would like, as they pointed out some images, the practitioner cut it out and gave it to them to stick on their stocking. We came across trikes, scooters and kitchen units in the catalogue. The babies enjoyed gluing and sticking their work **making connections between the movement and marks they made**.



Christmas sensory bin **Personal, Social and Emotional Development**



Sunshine room children explored Christmas items as part of their daily activities to develop their sensory awareness. The practitioner added Christmas items on a tray and encouraged the children to pick what they wished from the tray and explore it. Mae, Esme, Zachariah and Salma



played with the reindeer headband as they took turns to put it on and showed their peers. Syra explored a Christmas book by looking at the pictures and identifying the pictures of reindeers and then she pointed at the reindeer headband that her peers had on. Mae, Esme, and Zachariah explored the Christmas baubles and hat and the texture of the material. Through this activity, they experimented with an increasing range of media and movement through multi-sensory exploration and expression. The children were excited to also explore the wrapped presents and were curious to open them. They were happy and engaged as they were able to learn new words extending their vocabulary such as *festive, celebration, presents, and decorations* as the practitioner explained what Christmas is about.



Last week of end of term:

PSED/ making relationships/sense of self

Sunshine room children participated in a fun filled week of games leading up to the end of year party. The children were busy practicing festive songs, playing musical bumps, and pass the parcel, experimenting with what their bodies can do through setting themselves physical challenges.

We had a lovely festive interest table where the children explored festive props such as Santa, Christmas tree, baubles, robins, tinsel, elves, presents, snowflakes, hollies and bells. The children also dressed up in Santa and Reindeer hats as well as cooking festive foods in the home corner and wrapping presents. Overall, the children enjoyed playing alone and alongside others and were also interested in being together and playing with other children.





Rainbow Room

Oral Health

In the beginning of the month, Rainbow room focused on oral hygiene, offering a variety of engaging experiences for the children, especially since some children were visiting the dentist to help teach some important lifelong lessons.

The children practiced brushing techniques on model dentures, learning the proper motions for cleaning their teeth. They also used toothbrushes to paint on paper, creating art while practicing brushing techniques. Through a healthy and unhealthy food sorting game, they explored which foods promote good dental health. They enjoyed making a tooth fairy craft and had the opportunity to make their toothbrush models using craft materials. These activities were designed to promote good oral care habits, creativity, and an understanding of health and wellness.

Tooth Brushing

Physical Development: Health and Self-care, Communication and Language: Speaking



To make learning about oral hygiene fun and interactive, the practitioner organised an activity using toothbrushes, toothpaste, and both large and small denture models. The models were used to demonstrate proper brushing techniques, helping the children understand how to clean their teeth effectively. The practitioner explained why brushing is essential for maintaining healthy teeth and preventing cavities. The children explored the materials and practiced brushing, making the activity engaging and educational and **developing some independence in self-care and showing an awareness of routines such as teeth cleaning, but the children still often needed adult support.**





Rafael used his left hand to hold the toothbrush and practiced left-to-right brushing motions on the large model. When the practitioner added toothpaste, he tasted it slightly before trying circular movements on the gums. Ibraheem, also holding the toothbrush with his left hand, said, "Look, I'm brushing, I want toothpaste." After toothpaste was added, he started brushing enthusiastically on one of the smaller models. Galad held the toothbrush in his right hand and worked confidently on the large model. He declared, "I want toothpaste, I like toothpaste; I'll do it myself," showing independence and engagement. Tai, using his right hand, focused on brushing with care and exclaimed, "Look, I'm doing it!" as he practiced on the smaller model.



Throughout the activity, the children learned new words very rapidly and were able to use them in communicating, such as when Ibraheem enthusiastically asserted his excitement about the toothpaste. The activity allowed the children to improve their brushing techniques while understanding the importance of oral hygiene through hands-on learning.

Paint with a toothbrush - Personal, Social and Emotional Development: Sense of self

Expressive arts and design: Creating with materials



As this week's theme was oral hygiene, (no need for this sentence it's repeated). The children participated in a painting activity using toothbrushes instead of paintbrushes. The activity included visual images of teeth, paint, a large model of teeth, toothbrushes, and plain paper. Jasper, Amaru, Solomon, Ibraheem, Alfie, Sophia, Paloma, and Felix gathered around the activity table. The children picked up the toothbrushes and dipped them into the paint. They developed

an understanding of using lines to enclose a space and began using their drawings to represent actions and objects, such as the toothbrush strokes that symbolised the act of brushing teeth.

For example, Felix picked up an orange toothbrush and said, "My favourite colour is orange." Using his right hand, he dipped the toothbrush into the water, then into the paint, and started swaying the brush in a sideways motion, drawing lines that filled the paper. As the children painted, the practitioner sang a song: "This is the way I brush my teeth, brush my teeth, early in the morning." Sophia, Alfie, and Solomon joined in the singing. Open-ended questions, such as "Who brushes their teeth?" were asked. Sophia, Paloma, and Amaru responded with, "Me." Hudson, who did not participate, observed his peers and listened. When he heard the question, he replied, "I brush my teeth." The children showed a sense of autonomy through asserting their ideas and preferences and making choices and decisions.



Alfie wanted to demonstrate how he brushes his teeth by putting the toothbrush in his mouth. The practitioner provided him with a clean toothbrush so he could safely show how he brushes. Through this activity, the children learned about the importance of oral hygiene and how to brush their teeth properly in a fun and creative way.

Christmas

This week's activities captured the festive spirit of Christmas through a variety of engaging and creative experiences for the children. They made their own Christmas trees, decorating them with colourful craft materials, wreaths, collages of Christmas baubles, and adorable reindeer. All the activities encouraged the development of fine motor skills and creativity. They also had a fun sensory game of "What's in the Bag?" with various Christmas-themed items.



Christmas tree collage

Expressive arts and design: Creating with materials **Understanding the world: The world**

Ibraheem, Alfie, Galad, and Amaru participated in a Christmas tree collage activity. They decorated a large drawing of a Christmas tree using green, orange, and red tissue paper along with red glitter. Amaru spread the glue with her right hand, chose green and red tissue paper, and sprinkled glitter with her fingers while repeating the word "red." Galad spread the glue with his right hand, selecting red tissue paper first, followed by orange and green. The children **enjoyed and responded to playing with colour in a variety of ways, combining different colours** as they created



their festive artwork.

Ibraheem held the glue pot in his right hand and used his left hand to dip the glue stick into the pot. He then spread the glue onto the picture using his fine motor skills. Alfie used his palmer grip to spread glue with the glue stick. For this activity, they **matched parts of objects that fit together, such as aligning and layering the materials for their collage** and were fully engaged, enjoying creating their festive artwork.



Making Christmas Cards - Communication and Language: Speaking

Personal, Social and Emotional Development: Making relationships

Jasper, Tai, Solomon, and Paloma took part in making Christmas cards, using glitter, stickers, sequins, and gems. Paloma was very careful with her design, picking out stickers and glitter with great attention to detail, showing growing artistic ability. She also shared materials with the others, showing good social skills and teamwork.



All the children **learned new words very rapidly and were able to use them in communicating**, such as naming the materials they were using and describing their designs. They also **asserted their own ideas and preferences and took**

notice of other people's responses during the activity, choosing materials and expressing their creative choices.

Jasper was excited and enjoyed experimenting with the materials. He spread glue everywhere and layered different textures, which showed his creativity. He needed some help to keep his card in good condition and not use too much glue. Solomon worked quietly, taking his time to spread glue and carefully adding glitter. Tai talked about his design, saying what he wanted to add to his card,

showing good communication skills and an understanding of the activity. All the children used their creativity, fine motor skills, communication, and teamwork to make their Christmas cards.



Christmas continued

Fork Painting Wreath



Physical Development: Moving and handling **Literacy:** Writing

Amaru, Sophia, Galad, Jasper, Rafael, Tai, and Alfie participated in an activity where they were encouraged to use forks instead of paintbrushes to create wreaths. The table had paper plates (cut in the middle), green paint, cotton wool, red glitter, and only two forks to encourage turn-taking. Galad did not want to use the fork and decided to take a paintbrush from the box. Seeing Galad using the paintbrush, Alfie and Tai followed his example and took paintbrushes to proceed with their painting.

All the children demonstrated the ability to **manipulate a range of tools and equipment in one hand, such as using glue sticks, scissors, and tinsel**, to create their



wreaths. Meanwhile, Sophia used her palmer grip to dip the fork into the paint and transfer it onto the paper plate, creating circular marks. After finishing her turn with the fork, she handed it to Rafael. Rafael waited patiently for his turn to use the fork. Using his left hand and hand-eye coordination, he painted his wreath. Once he finished painting, Rafael applied cotton wool to his creation and then pointed at the glitter. He used his



pincer grip to pick up the glitter and carefully sprinkle it onto his wreath. Jasper used the fork and a paintbrush, demonstrating good hand-eye coordination as he worked on his wreath. All the children were fully engaged in the activity, enjoyed the process, and demonstrated creativity while completing their wreaths. They also **enjoyed the sensory experience of making marks** with different materials and exploring textures, colours, and the effects of their actions.

Paper Plate Santa

Personal, Social and Emotional Development: Sense of self

Communication and Language: Listening and attention



The children were introduced to a festive craft activity to make Santa on a paper plate using red paint, cotton wool, and paper plates. The practitioner briefly explained that Santa has a white beard, and white hair, and wears a red costume and hat. Alfie used his right hand with a palmar grip to hold the paintbrush. He dipped it into the red paint and made circular movements on the paper plate. With help from the practitioner, he added cotton wool to resemble Santa's beard and hair.



Amaru also used her right hand with a palmar grip, painting the paper plate in up-and-down movements. She said, "Look, I am painting." As the children engaged in the activity, they demonstrated a sense of **autonomy by asserting their ideas and preferences and making choices and decisions** about how to decorate their Santa crafts. Jasper held the paintbrush with his left hand in a pincer grip. As he painted circular movements on the plate, he said, "Look, I'm painting Santa." Tai used his right hand with a pincer grip for the activity. Galad also participated, telling the practitioner, "I want to paint Santa." He used his right hand with a pincer grip to complete the craft. Throughout the activity, the children **followed directions, even if they were not always intently focused**, as the practitioner guided them to complete the task.

Through this activity, the children developed fine motor skills by using different grips and hand movements to hold and control the paintbrush. It also encouraged creativity and self-expression through the decoration of their paper plates as well as supporting their communication skills, as some children described their actions and ideas.



Physical Development- Moving and Handling - Making ginger biscuits



Rainbow Room made ginger biscuits as part of the festive activities. Galad, Sophia, Jasper, Zenaiya, Tai, Salma, Rafael, and Elyas were all ready with their hands washed and sleeves rolled up.



To begin, the practitioner showed the children all the ingredients they would use to make the ginger biscuits. Tai, Jasper, Sophia, and Zenaiya were able to identify some ingredients, such as butter, flour, milk, and eggs, **being able to understand simple questions**, but needed help naming the others, like baking powder, ginger, and cinnamon.

Once the children identified all the ingredients, they added everything into a big bowl. Zenaiya helped crack the eggs, Tai, Galad, and Elyas added butter, Salma, Galad, and Sophia added the flour, Rafael, Jasper, and Galad helped add the ginger and cinnamon, and Elyas helped pour the milk, **being able to be able to cooperate in favourable situations and allowing their peers to have turns**.

After all the ingredients were added, the children took turns mixing the dough, using their gross motor skills to incorporate everything together. Sophia said, "Nice," and the practitioner commented, "It smells delicious." The children took turns smelling the dough, all pleased with the scent. Once the dough was ready, the children rolled it out and shaped it into biscuits, **using tools for purpose and to make prints**. Galad, Jasper, Sophia, Zenaiya, Elyas, Salma, and Tai stayed until the end to ensure their biscuits were ready and neatly shaped so the practitioner could put them in the oven. Overall, the children enjoyed the activity and learned how to make ginger biscuits.



Understanding Emotions- Calming basket

Rainbow children participated in a calming basket activity to help regulate their emotions. Some of the children in our room require support in managing their feelings. The practitioner began by introducing the items in the calming basket, such as Dino the Dinosaur, who joined the children to listen to the story, along with emotion cards, books to choose from, and earmuffs if any children wanted quiet time.

The children greeted Dino and petted him warmly. The session began with a discussion about "good sitting," "good listening," and "good looking". The children crossed their legs and sat nicely, **focusing their attention on the book**. The Story of Boris was chosen to read. As we progressed through the book, Boris playfully wanted to tickle the children. Tai, Alfie, and Sophia giggled and enjoyed being tickled by Boris, while Amaru and Jasper preferred to just listen to the story and find out what happened next. After finishing the book, the children were eager to explore the rest of the toys in the calming basket. They took turns with a spikey light ball, squeezing, holding, and observing it. Jasper remarked, "This ball is spikey and pink," **using longer sentences**, while Sophia added, "The ball has a light, look!" as she squeezed it firmly, making it light up.



The children then explored the emotion cards and were encouraged to describe the emotions depicted. For example, Amaru pointed to a card and said, "That's happy", **using language to share feelings, experiences and thoughts**. The practitioner encouraged them by saying, "Show us your happy faces," and the children smiled widely. When they looked at the card for "sad," the children made sad faces, mimicking the emotion. The activity was engaging and supported the children in identifying and **expressing their emotions, fostering self-regulation and emotional awareness**.



Expressive Art and Design- Creating with materials – Making Christmas hats

The children engaged in a craft activity to make Christmas hats. The first group, Amaru, Paloma, and Solomon, was given long red shiny strips, glitter, and resources like small, differently shaped sequins, glue, and glue sticks. Paloma applied glue with a palmar grip, spreading it horizontally, and then picked up sequins to add to her red strip, **enjoying and responding to playing with resources in a variety of ways, for example combining colours.** Solomon held the glue stick in his left hand, observed his peers, and then applied glue to his red strip using his fine motor skills. Amaru independently created her beautiful hat using good hand-eye coordination.



The second group, which included Sophia, Tai, Iris, Galad, Rafael, and Ilyas, were also given red shiny strips. Sophia used her dominant hand to spread glue and carefully applied sequins and glitter to her hat. Tai used a pincer grip to spread the glue. He chose to add glitter first and then sequins, **developing an understanding of using lines to enclose a space and began to use mark making.**



Galad enjoyed making his hat, applying glue, and picking up sequins one by one with a pincer grip. Ilyas used his right hand to spread glue on the red strip, then placed the glue stick back into the pot and added sequins to his hat. Iris used her left hand to dip the glue stick into the pot, spread glue, and carefully place sequins on her hat with a pincer grip. Rafael needed some help to spread the glue, but with encouragement from the practitioner, he picked up the sequins and applied them to his hat. The Christmas hat-making activity helped the children develop fine motor skills, hand-eye coordination, and creativity. They used glue sticks and sequins to decorate their hats, working independently and in groups. It was a fun way for them to practice focus and decision-making. They will be wearing these hats to wear for the end-of-year party!



During the last week of term, the children participated in a variety of fun and exciting games. These include practicing musical bumps and 'pass the parcel', playing knock the tins, engaging in box of feelings sessions, making their favourite playdough as well as practicing our song for the end of year party.

We did role-play in the home corner as it was transformed into a Christmas theme with costumes and presents. The children dressed up in Christmas themed clothes such as hats and headbands which prompted conversations about what they will be doing for Christmas. They played with boxes and wrapping paper as they wrapped presents. In addition to that, we had the arts and crafts area set up in line with the Christmas theme, having sequins, glitter, and a Christmas colouring book to encourage the children to engage in the creative and festive activities.



Star Room

Healthy eating/cooking & baking

The children participated in healthy cooking and baking activities to support some of the fussy eaters and also because the children enjoy baking. The children participated in activities such as making banana cupcakes, food play, drawing their favourite fruits and vegetables, making sandwiches and learning about healthy and unhealthy food.



Communication and Language – Understanding

The children took part in making banana cupcakes. In this recipe, we used an egg free recipe due to allergies, we used butter, flour, milk, banana, cinnamon powder, baking powder and some raisins to sweeten it. The children who participated were Juwairiyah, Marley, Maya, Brinelle, Juliet, Eli, and Romy. Nell and Zephaniah joined in afterwards. The practitioner first introduced the ingredients such as bananas, milk, and flour and talked about where they come from. The children then took turns in pouring the ingredients inside the bowl. This was a great activity for the children to **strengthen their fine motor skills using their fingers and hands to pour ingredients and to also understand and follow instructions.**



Romy, Juwairiyah, Eli and Brinelle were given a banana to peel, and they used a fork to smash it. Zephaniah was asked to pour some milk into the bowl. Juliet wanted to pour some cinnamon powder and started smelling it as she poured it inside the mixture. She then used the whisk to stir the ingredients together and as she was mixing, Zephaniah picked the cinnamon powder and also poured some into the mixture. Nell added in some butter and then the bowl was passed over to Maya and she poured the baking powder using a spoon. Eli and Juliet added in some flour, Juwairiyah added a little bit more cinnamon powder and Marley finished it off by adding in the raisins. After giving it a good stir the children helped place the cupcake cases onto the tray and all took turns in adding the mixture ready to go bake in the oven. The children showed independent skills



and worked together as a team making their cupcakes and waited patiently for each other whilst passing the bowl around.

Categorising healthy and unhealthy food - Physical Development – Health and self-care

The children took part in an activity categorising healthy and unhealthy food. Eli, Leif, Juliet, Ihsaan, Lia, Juwairiya, Nell, Idris, Marley and Romy participated in this activity. The practitioner divided the tables into two and stuck two labels on each side, one had a good face and the other had a bad face resembling good and bad. The practitioner provided different types of food real and pretend, healthy and unhealthy. On the table, the practitioner placed foods such as bread, milk, different fruits and vegetables, pasta, and some junk food such as crisps and chocolate. The practitioner asked each child to pick up an item from the basket or bowl and place it in the correct category, healthy or unhealthy.



As each child chose an item the practitioner spoke about the good and bad benefits of food, and the children **showed some understanding of good practices regarding eating and drinking that can contribute to good health**. For example, when the practitioner showed the children bread she asked what bread is made of, Leif replied, “wheat”, and then the practitioner spoke about carbohydrates. When she showed the children the milk, Marley said that “milk comes from cows”, and the practitioner told the children that milk contains calcium so does cheese and yogurt and it helps to strengthen our bones and teeth. We also spoke about sugary foods as Maya said that “sugar is not good for our teeth”. We also spoke about other fruits and vegetables that contain vitamins. The children really enjoyed this activity, thinking about food that is good and bad for our body **and understanding a healthy range of foodstuffs and understands need for variety in food**.



Cooking/Healthy eating

The children continued with the same theme as they showed high interest in cooking and baking activities. The children participated in activities such as making soup, vegetable printing and making pizzas.

Making soup

Physical development – Health and self-care

The children took part in making a healthy vegetable soup. They were introduced to vegetables such as butternut squash, parsnip, carrot, onion and potato. The practitioner provided the children with child friendly

knives and chopping boards. First the practitioner showed the children all the vegetables the

practitioner then asked the children if they knew what the vegetables were called and Leif said, “that one is an onion”, he then said, “I don’t like onions because they make me cry”. Leo then said to the practitioner, “I want to cut the carrots” so he picked up the knife with his right hand and successfully started cutting the carrot at the end he then asked the practitioner “help me”, **showing**



an understanding that equipment and tools can be used safely. Nell then mentioned to the practitioner I have potatoes at home, and she also mentioned that the squash was too hard to cut so she asked the practitioner for help. While Juliet was cutting the carrots she mentioned that the carrots were hard, but she kept trying and was able to cut the carrot!



Christmas

Decorating Christmas crafts

Understanding the world – People and communities

The children participated in craft activities related to Christmas.



Teddy, Siena, Juwairiyah, Mia, Nell, Marley, Romy, Maya, Juliet, Eli, Lia, Mikyle and Zephaniah joined in in this activity. The children first listened to a Christmas story, and they were shown a Christmas tree from the book. Maya said, "I have a Christmas tree at home". Nell, Sienna and Mia also mentioned that they have a Christmas tree at home with some decorations, remembering and talking about significant



events in their own experience. The children then pointed at the Christmas tree placed on our display and talked about the coloured lights that were placed on it. They were then asked to choose a craft that they would like to decorate. Juwairiyah and Eli chose an angel, Marley and Romy chose a gingerbread man, Mia and Nell chose a Christmas tree, Teddy wanted to decorate a reindeer, Maya chose Santa and Mikyle decorated a socking. They were given a glue stick each and circulated the glue pots around. The children asked each other to pass on the resources they needed to decorate their craft showing a growing sense of independence.



Painting Santa Claus

Expressive arts and design – Creating with materials

The children participated in painting Santa and the children who showed interest were Lia, Vanessa, Teddy, Marley, Romy, Leif, Leo, Maya. Mia joined the table when the practitioner was showing the children a Santa Claus prop but preferred to watch her peers paint. The practitioner pointed out the red outfit that Santa Claus was wearing and his big white beard so the children could analyse what they were going to draw. **They used language to share their feelings, experiences and thoughts.**



A tray of red paint was placed in the middle of the table for all the children to all have access to. Marley and Leif had the idea to paint the entire paper plate, and the rest of the children did the same. Romy painted in circular motions around her paper plate. Maya and Lia both used their right hand to paint their paper plate. Once the children had finished painting their paper plate the practitioner put a bowl of cotton wool in the middle of the table. Leif had picked some cotton wool and put it at the bottom of the paper plate as a beard whereas Marley put the cotton wool in the middle of the paper plate so that you could see him wearing a red suit. Following the craft activity, they listened to a storybook 'Santa's Visit to London'.



Christmas continued

The children continued with Christmas activities, learning about religious celebrations. They participated in activities such as making gingerbread biscuits, decorating angels, making Christmas cards, painting wreaths, dancing to Christmas songs and reading books about Christmas. They also visited their local library and participated in French and Football sessions.



Making gingerbread biscuits

Physical development – Moving and handling



The children participated in making gingerbread biscuits. Mikyle, Elyas, Romy, Mia, Marley, Lia, and Juwairiya showed interest in this activity. The practitioner first showed the children the book *Gingerbread Man* so the children would have a better idea of what the gingerbread man looks like and then we went through the ingredients one by one. They all took turns pouring the ingredients into the bowl. Mikyle started by putting in some butter using a spoon, he then passed the bowl to Elyas who poured in some milk. Elyas passed the bowl over to Romy as she also added in some butter and used a whisk to stir. As Romy was mixing, Mia then added the ginger powder and Marley and Mia both wanted to smell the ginger

powder. Mia gave the powder a little pat on the bottom so it would come out more, **showing increasing control over an object by patting it**. Romy passed the bowl to Mia as she mixed the three ingredients. Marley and Lia added some flour and Juwairiya added the last ingredient which was raisins to sweeten the biscuit as we don't use sugar in our baking. The practitioner then did the final kneading and made her gingerbread biscuit first by using the gingerbread man shape cutter and demonstrated to the children by placing it onto the tray with eyes and buttons using raisins.



The children were given some dough, and they rolled the dough into a ball as the practitioner demonstrated and then pressed it down onto the table flat. The children then used the shape cutter to press onto their dough to form their shape, **handling tools safely and with increasing control and intention**. The children were provided with two shape cutters and they all waited patiently passing the shape cutters around to each other. The children decorated their biscuits using raisins and placed them on the tray to bake in the oven.



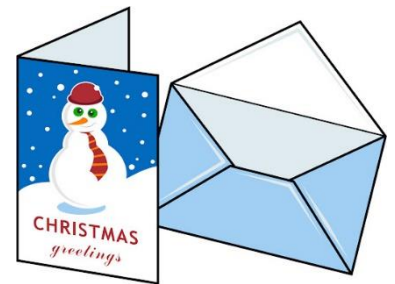
Making cards

Understanding the world – People and communities

The children took part in making Christmas cards. They were given a choice of making Christmas cards or New Year cards and chose who they wanted to make the card for. The children learn that Christmas is a Christian festival and people put Christmas trees up with lights and decorations, receive presents, sing Christmas songs with their family and some people go to church to pray. The children learned about similarities and differences between themselves and others, and among families, communities, cultures and traditions as we also spoke about children who celebrate different traditions. Juwairiyah mentioned she celebrates Eid and wanted to make an Eid card.



The children were given a choice of what colour card they would like and folded their cards in half. Marley did very well in the activity, and she attempted to write Merry Christmas on the card and used the glue and sequins to decorate, she said, "This one is for Teddy". Siena heard Marley and said, "I am making mine for Alfie", Siena enjoyed using mark-making crayons to write inside the card and used the glitter to make her card look super sparkly. Eli used glue on his card to make it sticky using his right hand and some stickers and sequins. They engaged in conversations as they made their cards and displayed good sharing of resources.



Fun week

Star room participated in various games during the last week of term. They played board games, danced to Christmas songs and dressed up in their Christmas jumpers or from the nursery collection wearing Santa hats and reindeer bands. They also decorated party hats to wear to the end of term party, practiced playing musical bumps and pass the parcel!



Bonus class

The children visited the library, and we plan to visit every two weeks.

Visit to our local library

Literacy – Reading

The children had their first library visit this term and for some children, it was their first trip to the library. We will be visiting the library every two weeks on a Tuesday.

The children who visited the library were Mia, Maya, Siena, Theodore, Zephaniah, Romy, Marley, Juwairiyah, Juliet, Lia and Mikyle. They were so excited and observed interesting things in the environment during their outing.

The children were aware of the traffic light rules and took turns pressing the button and carefully observing the red and green man. When we arrived at the library, the children noticed the Christmas tree at the entrance and were fascinated by the decorations, so we took a group photo by the tree. We then went into the children's section and the librarian came and read two story books to the children. The children **listened and joined in with the story when reading in a group.**



One book was about Christmas and the other was about winter. One of the books was a textured book and the children enjoyed touching the textured material whilst the book was read. Most children paid good attention, and the children then went to choose some books to take to the



nursery. Siena and Romy went with a practitioner to return the old books and then Juliet, Marley and Juwairiya went to give the library the new books to scan and bring back to the nursery to read. The children also enjoyed doing independent reading as they chose their own books and skipped through the pages.





French

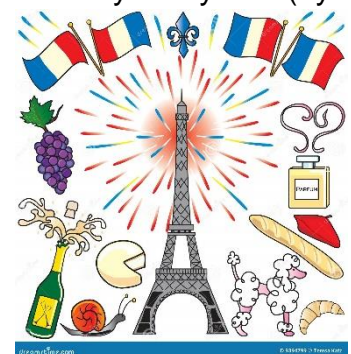
Communication and Language: Listening and attention Understanding the world: People and communities

Debbie, the French teacher, guided the children in practicing vocabulary, learning simple phrases, and engaging in interactive exercises.

She greeted them with "Bonjour" and then introduced herself, saying, "Je m'appelle Debbie" and taught the children how to introduce themselves in French. Although the children found it a bit difficult, they managed to say their names.



The children listened to others in one-to-one or small groups, when conversation interested them, showing interest in Debbie's introduction and engaging in the lesson. They also showed interest in the lives of people who are familiar to them, paying attention to Debbie and following her lead throughout the activity. They practiced counting to five in French and how to say "les yeux" (eyes), and "le nez" (nose). The children copied her actions and tried to repeat the words in French. Debbie then took out a parachute, and the children played a game by holding it and waving it up and down with a teddy bear in the middle. They counted to ten in French, trying to repeat the numbers. At the end of the session, Debbie took out the bubble machine, and the children enjoyed jumping up and trying to catch and pop the bubbles.



Yoga

Expressive arts and design: Being imaginative and expressive

Physical Development: Health and self-care



Our bonus class this week was yoga. The children practiced gentle stretches and mindfulness exercises. This session promoted relaxation, body awareness, and a sense of calm.

Amaru, Tai, Sofia, Zanaiya, Galad, Alfie, Jasper, Iris, Lillian, Solomon, and Paloma participated in a yoga activity that supported their physical development while also helping them build listening and attention skills. During the session, the teacher led the stretches and movements, engaging the children by singing nursery rhymes accompanied by stretches.

The children sat and followed along with the stretches. Sofia, Iris, Paloma, and Jasper were particularly focused on the activity and demonstrated a strong willingness to participate. Although some children were occasionally distracted, they were still able to follow directions, rejoined the group or adapted to changes in poses. Throughout the activity, the children **used movement and sounds to express experiences, expertise, ideas, and feelings**, particularly during animal-inspired poses like 'lion' and 'dog', as they added roars or barks to their actions. Tai followed along with the movements and performed well during the 'lion pose', where he lay down pretending to be a lion, though he became distracted afterward. Paloma excelled in



stretching, making different movements, and performing the 'cat' and 'dog' poses. During some poses, such as the tree pose, the children demonstrated the ability to balance on one foot or squat momentarily, shifting their body weight to improve stability. The children **increasingly expressed their thoughts and emotions through words and facial expressions**, such as smiling, laughing, or verbally describing how they felt during certain

poses. Initially, Amaru was distracted but eventually became engaged and performed well, especially during the animal poses and the 'sleeping lion' pose. Overall, the activity was successful, with the children remaining calm and engaged throughout the session.



Football session:

Physical Development-Moving and Handling

Star Room had their fortnightly football session. They started off with a freeze game as a warm-up up then Coach Brandon gave each child a football and instructed them to practice their small kicks inside the colourful cones.

The next activity was practicing their top tap with the ball. The children were in two groups, red and blue. They then played a game of who could collect the most cones one at a time, **run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles**. The blue group collected 7 the first time, and the red group collected 6. They had another round and this time, the red group collected 7 and the blue group collected 6. In the last round, the red team won by 7.

In the next activity, they were each given a ball. They went back to practicing their little kicks. They then went on to do big kicks as they ran around the play roof. They played the traffic light game red meaning foot on the ball, **this allowed them to balance on one foot or in a squat momentarily, shifting body weight to improve stability**. Orange meant little kicks and green meant big kicks. Coach Brandon added the colour blue to the traffic light meaning they do 10 toe taps and count all together. He then added a fourth colour which was pink meaning they do a big kick to the wall. Leif, Marley, Siena, Teddy and Maya had a good understanding when the colours were called out.

The last game was a bean bag game. They practiced their catching skills as they walked around catching the beanbags, and then practiced balancing the bean bag on their shoulder, head and elbow, **moving in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as, shuffling, walking, running, jumping, skipping, sliding and hopping**.





Nursery Re-opens

Friday 3rd January 2025

Parents Afternoon

Thursday 20th & Friday 21st March
(9 am to 11 am, 1 pm to 2.30 pm & 4 pm)

Open Female / Carers Day

Friday 4th April (8.30 am to 11 am) (Due to Ramadhan the week after)

Easter Holiday

Last day Thursday 11th April 2025 **Nursery closes at 4 pm**

– Re-opens Wednesday 23rd April 2025

Fri 19th April – Public Holiday

Mon 21st April - Public Holiday

Tuesday 22nd April- Inset day

Bank Holiday

Mon 5th & 26th May

Comments/ Suggestions

Please feel free to write any suggestions/comments you may have in the space below and email us on office@rooftop-nursery.com

Name (optional): _____ Date: _____

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

Look out for all updates!

Instagram

