

A very happy birthday to
Maya

Love week

In celebration of love week, our Manager Hafiza hosted an appreciation party and treated her staff team to some lovely food and gifts, we would like to thank her for showing continuous support and love towards the team by treating them, lifting their spirits, and ensuring we have a positive work environment and always thinking about the staff's wellbeing.

Thank you, Hafiza!

Celebrating Love week at Roof Top Nursery - Promoting positive staff relationships



A big Thank you to Jayce's mum for the amazing biscuits given to all the staff, they tasted amazing.

Thank you.

Pediatric First Aid Training



As part of our staff team's ongoing continuous professional development (CPD), a few team members from each site recently had their Pediatric first aid training refresher. Pediatric First Aid training is renewed every 3 years and provides the staff with the opportunity to take part in practical demonstrations.



The training provided is crucial and beneficial to the practitioner's role in ensuring they are confident and equipped with the knowledge and skills to assist should we ever require first aid to be carried out within the nursery setting and for the staff to meet the needs of the children.



Reminder to All parents

Parent reminders

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

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

Ramadan: As you may be aware the month of Ramadan is due to start Sunday 10th March, many of the staff are fasting from dawn to dusk during these long days.

Ramadan plan – We want to make this as smooth as possible for staff please see below how we can work together to do this;

How the company will support the staff;

- Ensure we have areas available for staff to sleep and rest, during lunch break time
- Provide fewer days to work i.e. shorter days or 4 days instead of 5 days.
- Accommodate shifts were possible (late shifts/ early shifts)
- Be supportive by allocating staff who are fasting to areas with less work.

We will be celebrating Eid to mark the end of Ramadan and the day of Eid will depend on the sighting of the new moon (lunar calendar) Our closure date for EID will be given to all parents /carers closer to the date with as much notice as possible.

Parent reminders

Easter Holiday

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

– Re-opens Monday 8th April 2024

Fri 29th March – Public Holiday

Mon 1st April - Public Holiday.

Parent Notices

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

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>

Policy & Procedure / Top Tip for Parents

Safeguarding children; Parents' & carers' responsibilities:

The best way to ensure the highest care for your child is to develop a good partnership and to ensure a continuity of care between your home and our care. We can do this together by **sharing information regularly** about your child. If your child has any health problems or has suffered an accidental injury away from our care, you must inform us when you leave a child in our care so that we can keep a record of it. We will both sign and date this record. Likewise, if your child suffers an injury in our care, we will inform you, record it and we will both sign and date this record.

Raising awareness of safeguarding with parents:

<p>Neglect</p> <ul style="list-style-type: none"> • Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of a child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to: • Provide adequate food, clothing and shelter (including exclusion from home or abandonment) • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including use of inadequate care givers) • Ensure access to appropriate medical care or treatment. • Provide suitable education It may also include neglect of, or unresponsiveness to a child's basic emotional needs. 	<p>Emotional Abuse</p> <ul style="list-style-type: none"> • Persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. • May involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. • Not giving the child opportunities to express their views, deliberately silencing them, or making fun of what they say or how they communicate. • May feature age or developmentally inappropriate expectations being imposed on children. • These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. • Seeing or hearing the ill-treatment of another • May involve serious bullying (including cyberbullying) • Causing children to feel frightened or in danger, or the exploitation or corruption of children. • Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone
<p>Physical Abuse</p> <ul style="list-style-type: none"> • May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child 	<p>Sexual Abuse</p> <ul style="list-style-type: none"> • Forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. • May involve physical contact including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing • May also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. • Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

Sunshine Room

We would like to welcome Sa'ad, Salah and Syra who have joined Sunshine Room!

Brown Bear Brown Bear Story

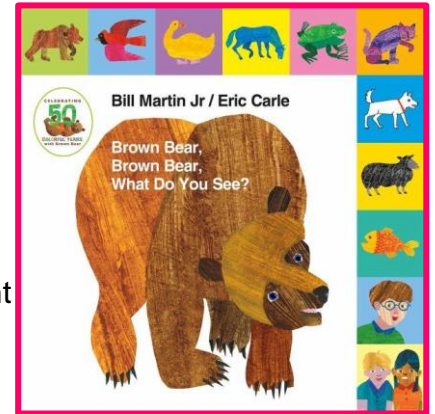
Sunshine room babies carried out activities based on the storybook *Brown Bear, Brown Bear, What do you see?* as the babies have previously shown interest in animals. This story supported their interest in colours and as it is a rhyming story it supported their target under communication and language/listening and attention – **to be able to listen to and enjoy rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations**. The babies took part in making handprint puppets, bear masks, and paintings, playing with a sensory bin, using flashcards, and exploring the colour of the day table.

Animal handprints: **Physical Development/moving and handling.**

The babies made animal handprints as part of their adult-led activity related to the "Brown Bear, brown bear" theme. They used different colours, black, red, and yellow to create handprint animals. Jasper and Ibraheem took part in this activity, they put on their aprons, and the practitioner assisted them when applying the paint to their hands but after a while, they began to do this independently. The practitioner used words such as *paint, handprint, black dog, red bird, and yellow duck*, just like in the story. The babies understood what handprints are as Ibraheem began stamping his hand on the paper after the practitioner prompted him, showing that he could **understand simple instructions**. The babies used all the colours available to them.

After a while, they all preferred using the paintbrush to free paint on the paper, as they **made random marks using their palmer grasp**. Jasper was very excited to start painting, he picked up the paintbrush and began dipping it in the different colours. The practitioner helped Jasper apply the paint on his hand to make a handprint, when the practitioner asked Jasper to do a handprint, he put his hand on the paper. After a while Jasper was able to independently apply the paint on his hand to make handprints, **enjoying the sensory exploration of making marks in paint**.

After every handprint the practitioner helped him identify an animal, for example, a brown bear, being **able to make connections between the movement and mark they made**. Jasper eventually stopped applying the paint on his hand and used the paintbrush to paint. Jasper also enjoyed mixing the colours to create new colours such as brown.



Potato paw prints: Expressive Art and Design/creating with materials.

The babies created paw prints for another activity, this is to represent the paws of the brown bear. There was also a brown bear to show them as a visual and understand the link between what they were making. This supported them to notice and become interested in the transformative effect of their action on materials and resources.



Jasper, Rumi, and Ibraheem took part in the activity. The babies used brown paint, and a potato cut up in the shape of a paw to make the paw print. The practitioner first demonstrated how to dip the potato into the brown paint and stamp it onto the paper. The babies enjoyed the activity, and each had a turn printing the potato. The practitioner guided them by telling them to pat the potato when making the print showing they understand simple sentences.

The practitioner showed excitement at the marks they made by saying 'Wow, look! It's the bear's paws!' Jasper repeated "Bear". The babies used single words to express themselves, they used emotions, sounds, and gestures such as reaching for the paintbrush in excitement to paint. Jasper also applied paint to his hand to make handprints and the practitioner pointed out his handprint marks to which he said "Hand". Rumi took time to warm up to the activity as she was looking at the paint on her hands, Ibraheem had lots of fun making paw prints using the potato, he was also interested in the bear figure, which was used to represent the brown bear.



Paper plate bear masks – Physical Development - Moving and handling.

The babies made bear face masks to represent Brown Bear. Jasper, Solomon, Ibraheem, and Rumi took part in this activity. The babies began by putting on aprons. Due to the frequent painting activities, we have been taking part in, they are now slowly getting comfortable with the apron and understanding that we put on an apron when we need to paint.

The babies had a paper plate each which had holes cut out for the eyes to paint with brown paint. The practitioner showed them the brown bear book and explained to them that they would be making a bear face mask and encouraged each child to say the word "bear" to demonstrate their ability to copy familiar expressions. The babies attempted to say the word and began to describe other things they could see on the front cover. They then moved on to painting their face masks, they dipped the paintbrush in the paint and began to apply it slowly. Solomon and Jasper were very eager to begin painting. Rumi was quite hesitant at first but soon began to paint. Ibraheem made lots of different marks on his paper plate. He really enjoyed the activity and was also very eager to paint and continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression. After they



finished their painting, the practitioner read the book to repeat and recap the story which they enjoyed listening to, and attempted to **imitate sounds and words, also using pointing to share interest.**

新年快樂

Happy Chinese New Year

By learning about Chinese New Year which aligns with our British values, the children had the opportunity to learn about different cultures and traditions to broaden their knowledge and understanding of the world. The babies have been participating in various activities for Chinese New Year such as painting dragons, making lanterns, creating face masks, exploring sensory bins, and dressing up. They had a chance to experience the culture by trying traditional cuisines such as noodles and rice with chopsticks, then they danced to traditional music as well as watching an educational video.

Making dragon collage – Communication and Language: Listening and attention

The children created a collage of a dragon using a range of arts and crafts materials. Jasper and Ibraheem took part in this activity alongside Rainbow Room children. The practitioner used a prop of a dragon to help the children understand what a dragon looks like.

Jasper observed the activity and then joined in using the glue as he dipped the glue stick and then put it on his paper. **He can hold mark-making tools with his thumb and all fingers.** He picked out some sequins and yellow tissue paper and then stuck them on the paper. He observed the practitioner closely who was describing her dragon image. **This shows he can pay attention to his own choice of activity.**

Ibraheem also showed interest in the glue and held the glue stick with his finger and thumb to dip it in the glue and then watched it drip across his paper, **showing focus and control.** He picked out some sequins of his choice looking at them closely and with support he stuck them on his work. Ibraheem was **pointing and sharing his interest** as he noticed so many colours and sequins.

Sensory bins: Physical Development/moving and handling & Expressive Art and Design

The babies explored Chinese culture sensory bins throughout the week. One of them was in a tuff spot with different traditional Chinese objects and it was filled with tactile resources such as rice grains, peas, and lentils as well as traditional objects such as chopsticks, and side bowls. The learning intention was **to be able to explore different textures and initiate play.** Rumi, Solomon, Jasper, and Ayat took part in this activity.



Jasper also added some cars into the tuff spot **showing his choice of interest** and began to drag it along the rice. They enjoyed looking at all the different objects playing with the rice grains and exploring the textures. Rumi enjoyed feeling all the different resources and picked up some utensils as she **enjoyed sensory exploration using her fine motor skills**. Rumi filled the jug with the tactile items and when the practitioner asked her to pour it out, she was able to do so and understood the instruction. At first, Rumi was attempting to pour it out with one hand but as the jug was quite big, she used both her hands to hold it, showing **growing independence** in using both her hands.

The practitioner named the objects to encourage single words each time a child picked something up for example, when Solomon picked up the chopstick the practitioner said chopsticks. Solomon enjoyed the tuff spot the most, he enjoyed picking up the different objects. The babies were quite engaged in the activity, as they showed confidence in **exploring different textures, using fine motor skills and following simple instructions**.



The second sensory bin was mark-making in the sand. The sand was coloured red with chopsticks, bowls, and fine brushes to encourage mark-making and the practitioner attempted to mark simple Chinese symbols and letters in the sand. Solomon and Ayat took part in this activity. Ayat used her hands to feel the sand and she was rubbing her fingers through it as she **enjoyed the sensory experience of making marks in the sand**. Solomon picked up the fine brush and was making **random marks in the sand and noticing the marks he made**. Jasper joined later and was able to grasp one of the brushes and made basic lines as he imitated the practitioner. Overall, the babies were able to concentrate on an activity and follow and imitate directions.

Love week.

The babies took part in a theme to celebrate 'Love' as it was Valentine's Day, sharing love with their loved ones, peers, and adults in the nursery. Babies took part in various activities such as making pink playdough, printing hearts with paint, sensory bins, and reading stories about people we love.



We also celebrated Pancake Day with all the babies, allowing them the opportunity to mix their batter for the pancakes and enjoy their pancakes during snack time.

Pancake Day!



Pancake day – making pancakes: **Understanding the world**

The babies took part in making pancakes to celebrate Pancake Day. Ibraheem and Jasper took part in this activity, alongside rainbow room children, while Syra, Sa'ad and Salah were settling in Sunshine room. The practitioner showed them all the ingredients they were going to use and we made one batch of egg-free pancakes with the children.

The children took turns mixing the ingredients and added some bananas to the mixture for flavour. Ibraheem participated in the pancake making and he had his dairy-free ingredients such as oats milk and dairy-free butter. Ibraheem enjoyed mixing the ingredients and tasted the banana at times. Ibraheem reached out



with his right hand for items he wanted, for example, when pouring in the flour he reached out for the flour and wanted a turn pouring out the flour, **showing preference for a dominant hand**. Ibraheem and Jasper cooperated with his peers as they showed



good waiting and turn-taking whilst mixing the batter. The children were highly engaged and enjoyed participating in actions such **as mixing and pouring, following instructions, counting, and developing their fine motor skills**.

Love sensory bin- Physical Development - **Moving and handling**.



Solomon, Rumi, and Jasper took part in exploring the sensory bin which consisted of red sand, hearts, candles, red roses, and heart stamps for the babies to make the stamps. The practitioner said, “Look we have hearts, I’m going to give this heart to Rumi” She smiled taking the heart. Rumi then looked at the rose, picked it up, and gave it to the practitioner while smiling and clapping her hands when the practitioner took it. **Asserts their own ideas and preferences and takes notice of other people’s responses**. Jasper showed interest in the pearl beads, waved them around, put them around his neck and hands, and carried them around with him. Solomon was curious and looked at the sand and other resources. He began

using the heart stamps to make the stamps but easily got distracted by his surroundings and walked off. **Shows their growing sense of self through asserting their likes and dislikes**. Rumi picked up the heart with some sand on it and began smelling it. She babbled and the practitioner said, “It’s red sand and a heart”. She then tried to imitate her heart and said “at”. She held the rose and said ‘Yahyah’. The activity was essential for babies as it provided opportunities for them to explore multiple senses, including sight, sound, touch, and smell. They enjoyed running their hands through the filler material and watching what happens as they pour it out. **Hands start to operate independently during a task that uses both, with each hand doing something different at the same time**.



Heart prints - Expressive Art and Design- Creating with materials.

The babies made heart prints on a large piece of paper in celebration of Love Week. We provided them with red paint, a large piece of paper, and heart stencils which were used to dip into red paint and then print on the paper. The practitioner demonstrated how to use the stencil and make the hearts on the paper. Solomon was the first to dip his stencil into the paint, he enjoyed sliding the stencils across the paint and then putting it on the paper. Experiments with

ways to enclose a space, create shapes, and represent actions, sounds, and objects.

The babies each had a stencil and had a go,

Rumi was not too sure about the paint and was quite hesitant at first however after a while she enjoyed the activity.

Experiences a wide range of feelings with great intensity. The babies also enjoyed looking at the bubbles the stencils were creating and popped them one by one using their index fingers.



Sensory play

As we bring our theme of love week to an end, we changed our focus to sensory play, while our older babies will have language-focused activities to help them learn new words. Sensory play is very important for all babies/children as it stimulates our senses such as touch, sight, hearing, smell, and taste.

Exploring boiled vegetables - Personal, Social, and Emotional Development-Health and self-care

As part of the children's adult-led activity, the babies explored boiled vegetables, this was to encourage the babies to use some of their senses, try different textures and tastes, and help support our new settlers wean onto solid foods. It was also a great opportunity for all the babies to bond. All the babies were given a fork to use for the vegetables, Solomon tried using a fork until he saw the other babies using their hands which he then imitated. The children will often watch, follow, and imitate each other in their play and will experiment with influencing others, cooperating, and resisting coercion in their interactions. Jasper tried to eat the vegetables; Ayat enjoyed playing with the vegetables but didn't attempt to try them. This



activity encouraged the children to develop their own likes and dislikes in food and drink, willing to try new food textures and tastes.

What's in the bag - Understanding the World



Another activity the children participated in was 'what's in the bag' to support the children with building on their vocabulary and learn and repeat new words as they explore using their senses. Jasper and Ibraheem smiled and sat down next to the practitioner, ready for the activity and the rest of the children joined in too. We focused on different types of transport and different colour items, focusing on naming the colours and different types of transport other than cars, this was to mainly support the older children in the room such as Ibraheem and Jasper. As we started it was Ibraheem's turn first, he smiled with excitement, put his hand in the bag straight away, and pulled out a torchlight, he was then ready to reach in for a second item. However, once the practitioner explained it was his peer's turn and that he could have a turn after he waited patiently. On his second turn, Ibraheem pulled out a red cup.

The children were able to explore objects by linking together different approaches. Some older children who also took part shouted out the name of each item, Syra also took part she sat on the practitioner's lap and observed the session well, with support she pulled out a train from the bag. They were able to explore the environment, interact with others, and play confidently while their key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations. Jasper had 2 turns and he pulled out an "Aeroplane" and then a "train".



Bonus classes

Tiny Mites – Expressive Art and Design

Sunshine room children took part in yet another exciting music session. It was the new settler's first session of Tiny Mites. They received one-to-one support and comfort whilst the teacher settled in and started the session. Meighread the new Tiny Mites music teacher took out the puppets introduced them to everyone and sang the opening song. The practitioners held the babies and watched from far at first and as they observed for a short period, they were taken closer to join in. Meighread gave out props to each song such as plastic plates for the



driving song and shakers for another. Syra observed closely while Sa'ad and Salah showed fleeting attention.

They all took part in holding the plate and then the shakers smiling while doing so as they show a **wider variety of feelings, using crying, gestures, and vocalisations freely to express their needs.**

Jasper was very attentive as he sat through the whole session and followed her lead taking part and engaging with the session. Ibraheem preferred standing up, moving, and swaying to the beat **showing interest in moving to music** but he was also easily distracted at times as he was not showing interest instead, he was walking around looking for toys, showing **increasing control in holding, using, and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark-making tools.** The session ended with bubbles and the goodbye song.



Rainbow Room

We would like to welcome Mikyle to Rainbow Room

Independent skills & Toilet training

Developing independent skills is one of the key skills to help build on the children's **sense of self and self-esteem.** We have seen many of our children on a quest for independence as they start to demonstrate independent skills, building on their confidence and allowing them to learn something new. The practitioners have been modeling and encouraging the children to practice the magic flip method when attempting to wear their coats for outdoor play, learning how to wear their shoes with the butterfly and mountain method, learning about what the toilet is used for, and much more.



Personal, Social and Emotional Development: Sense of Self- The Magic Flip and Butterfly and Mountain methods

We started off our session by practicing the magic flip methods. We encouraged the children to get their coats from their pegs place them on the floor and stand near the coat tag. We had Nell, Lia, Jayce, Sandara, and Jayce who were engrossed in this activity. The children all stood by their coats and observed the practitioner as she modeled the magic flip. All the children did very well and showed a **can-do attitude** as they took turns to have a go.

Lia was **very persistent** and **kept trying** until she was able to achieve what she had set out to do. Nell was willing to have a go and show her skills as she was able to



demonstrate the magic flip in her first go. We will continue practicing these methods to ensure all the children continue to **thrive, establish, and nurture their independence**.

Another skill we practiced was the butterfly and mountain method for wearing shoes which was put into place by the nursery supervisor in pre-school due to children struggling to put shoes on the correct foot. The method is very easy and simple for the children to remember as it uses visual cues that they are more familiar with. For example, if you were to assemble the shoes the opposite way it forms a butterfly wing shape which is the wrong way to wear the shoes.

To begin with, the practitioner encouraged the children to sit on the carpet with their legs crossed. Once ready she got a pair of shoes and placed it in the middle of the circle and encouraged the children to place their shoes in front of them. As this was our first time implementing this method with Rainbow Room, she explained and guided the children step by step. Brinelle, Achike, Leo, Lia, and Vincenzo participated in this session.

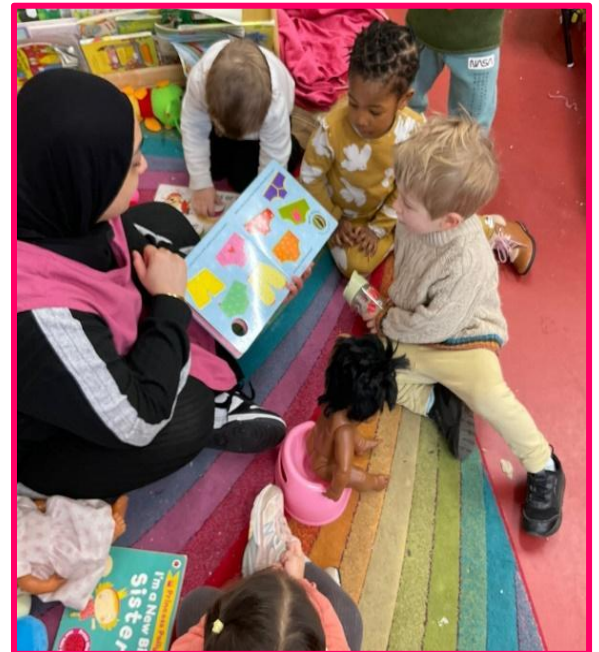


Brinelle **showed a lot of confidence** as she was able to successfully put her shoes on independently with minimum support and even attempted to pull the zipper on her boots. Achike hesitated at first but soon managed to try by pulling the straps from his shoes and wearing the shoes by himself. We would like all parents to support us by encouraging the children to practice more independent skills as this will support their large and small motor skills, gain confidence in their ability to try new things, and build their self-esteem and pride in their independence.

Physical Development: Health and Self-Care / Toilet Training

Toilet training allows your child to develop a huge sense of independence as they are in control of going to the toilet themselves. Being independent gives the children a sense of importance and belonging which is **essential for building social relationships and for contributing to the world**. It develops their levels of self-awareness and sensitivity towards others which teaches them to help those around them. We have been supporting Rainbow Room children by building their understanding of toilets and what the toilet is used for through stories, role play with props, and by encouraging the children to use the toilet at the nursery.

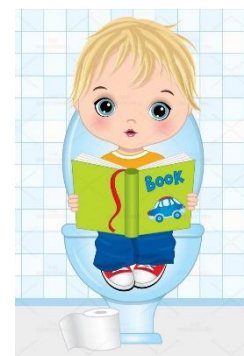
During circle time, we focused on a toilet training book called *Teddy Needs the Potty*. Most of the children-maintained **focus throughout the whole story and showed interest and involvement by answering open-ended questions**. We also used props like a potty and doll as a visual representation to help sustain their interest and attention. We took this opportunity to see how those still in nappies feel about using the toilet. Henry, Enaya, Wesley, and Vincenzo all showed excitement throughout the session. Henry was fascinated by the story as he pointed out the images and spoke about big boy pants and which pants he liked the best from the book.





While listening to the story the practitioner reminded the children to keep an eye on the doll to see if the doll used the potty like the teddy in the story. The children **all took turns** checking the potty for any bowel and bladder movements. Henry and Vincenzo were surprised to spot some bladder movement in the potty and excitedly informed their peers and the practitioner. The practitioner asked the children where the wee goes and Vincenzo shouted out and said, "In the toilet". The children got up and went to the bathroom to pour the wee into the toilet.

If your child is showing interest in toilet training and showing signs of readiness, please feel free to speak to your child's key person. Furthermore, here is a useful link about toilet training.



https://eric.org.uk/potty-training/?qclid=EAlaIqobChMI1oWtirGVhAMVV5ZQBh2Z77gmxEAAAYASAAEgLK1vD_BwE

Chinese New Year / International Pizza Day

Chinese New Year: Understanding the world: The world/people and communities.

Happy Chinese New Year to everyone! Rainbow Room children enjoyed learning about **Chinese New Year**. The children explored the story behind Chinese New Year and learned that this is the year of the Dragon while watching short YouTube clips and building their **understanding of different cultures and celebrations** around the world. We listened to Chinese music and created our own 3D dragons



and lanterns. We also created New Year cards and

practiced our literacy skills by making Chinese signs and symbols on the damp sand. We tasted noodles and engaged in sensory play experiences with the noodles using chopsticks. We focused on building our vocabulary and learned how to say **Ni hao** for hello. We created an interest table with lots of fun and exciting ornaments, pictures, and clothes about the Chinese New Year. The children were able to use all their senses to explore and investigate these objects.



Expressive Art and Design: Creating with Materials- Making 3D dragons.

The children had the opportunity to create their very own dragon by using and manipulating junk modeling resources. The children were encouraged to combine junk materials to form a dragon-like shape. Through this activity, we explored [different cultures, why they celebrate, and joined in with their celebrations](#). Many of the children were fascinated by this activity as they were able to demonstrate their [democratic skills](#) by planning and making decisions together about how big their dragon would be.



Once the children assembled their dragon, we encouraged the children to add detailed features such as teeth, eyes, wings, and tail using a single-handed tool to spread PVA glue and added sequins, crepe paper, glitter, and cutout materials to give the dragon a more realistic look. The children demonstrated their [fine motor skills and good control](#) in using the tools to achieve their ideas.

Furthermore, the children created their lanterns using coloured cards, sequins, cutout papers, and diamonds. The practitioner made a lantern which she used as a visual reference. Vincenzo, Lia, Nell, Jayce, and Sandara all participated in this activity. Each child selected a coloured card of their choice and used the glue stick to spread the PVA glue across the paper. Vincenzo was amazed by the diamond gems and started picking them out from the tray and said, “I want to stick the diamonds on my lanterns”.

The practitioners continued [supporting the children and elaborated on their conversations](#) as they spoke about the lanterns and what they looked like. Jayce said “Look, heart” pointing to the diamonds on his paper as he stuck them on one by one using his left hand. Lia used sequins to decorate her lantern. This activity enabled the children to [focus and sustain their attention for a period of time](#) as they added detailed features to make their lanterns.

Literacy Development: Writing/learning to use Chopsticks.

The children were allowed to learn how to hold a chopstick and create marks on sand. The practitioners modeled and explained to the children [health and safety](#) while handling the chopsticks and what the chopsticks are used for. Achike and Jayce were engrossed in this activity and demonstrated their understanding by holding the chopstick with [their preferred hand, thumb, and index finger](#) to create marks. Achike was able to express his interest and [distinguish the marks he was making](#).

Physical Development / Moving and Handling / International Pizza Day

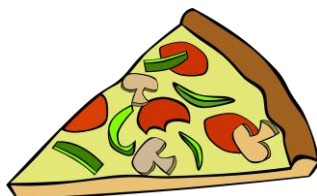
Rainbow Room celebrated International Pizza Day this week by making their very own pizza from scratch! We had lots of fun learning together with this cooking activity, spreading the tomato puree, sprinkling cheese, and adding different toppings.

The children looked at the recipe book and looked at all the ingredients we needed. They practiced using [simple mathematical language](#) as they were [learning to measure](#) flour, oil, yeast,



and milk. We took turns combining the ingredients and mixing them with a wooden spoon. All the children did very well in following instructions and concentrated on making their pizza.

Once our dough mixture was ready the children all took a handful of the dough and kneaded the dough using the palm of their preferred hand to mold and shape it. The children patted the dough into the shape they desired and spread tomato puree using a stainless-steel child-friendly butter knife by showing increasing control in holding, manipulating a range of single-handed equipment, and finally we sprinkled some sweetcorn and cheese! What a treat!



Love Week/Pancake Day

We have been celebrating love and friendships across the nursery. The children were busy decorating poems, making cards for their loved ones, making heart wreaths, printing hearts, exploring dough to make love cakes, and much more.

The children all used their senses to explore and investigate the ornaments, books, flowers, LED candles, and soft toys.

This week we focused on the song "I love you" which we sang and learnt the actions too during circle time. The children were very vocal in learning new words very rapidly and using them to communicate.



Expressive Art and Design: Creating with Materials / Handprint Poems.

We made handprint poem cards. Through this activity, we were aiming for the children to follow instructions and develop their fine motor skills. Sandara, Jayce, Vincenzo, Leo, and Lia took part in this activity. The practitioner explained what the activity was and how we would carry it out. The children were asked to place both hands on the paper while the practitioner drew around their hands. Rainbow Room children did very well listen to the practitioner. Vincenzo was able to identify the shape of his hands and the number of fingers he had. "I got five fingers," said Vincenzo while observing the template.

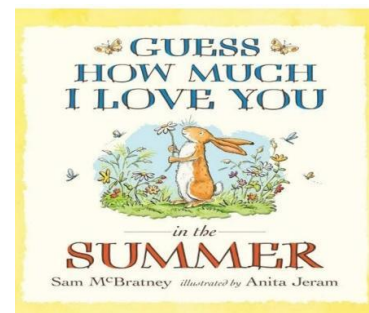


Once the hand tracing was done and the template was cut out, the children used arts and crafts materials to decorate them. Leo practiced his **fine motor skills while holding the single-handed tools using a digital grasp**. He carefully spread the PVA glue on his hand template and used red and pink crepe paper, sequins, and glitter to decorate it. "All done," said Leo once he had finished.



Literacy Development: Reading

During circle time, the children sat down and listened to a story called "Guess How Much I Love You". To make the session more interactive, the practitioner used a range of voice tones to help **sustain the children's attention** and make it more fun and used soft props to bring the story alive and help **build on their vocabulary** as the children developed their language skills. The children did very well in learning **new words and repeating some phrases from the books**. Lia pointed at and named some familiar characters such as "rabbit", "flower", "bird" and "Ladybird".



Math's Development: Numbers and Measurements / Pancake Day

Rainbow celebrated Pancake Day by making some yummy and healthy pancakes from scratch which they got to eat as part of their afternoon snacks with some fresh fruits. We focused on developing the children's knowledge of math's and looking at **quantity and measurements**. The children got their bowls and poured in three spoons of flour, half a teaspoon of baking powder, and half a cup of milk. They were then encouraged to stir the mixtures together until all combined with fewer lumps in the batter. Vincenzo was very engrossed in this activity as he carefully stirred all his ingredients together. He made requests, asking for more milk for his pancake batter. Achike also took interest and said, "I have pancakes at home" while mixing his ingredients. Once the batter was ready our lovely chef, Rasida, helped make the delicious pancakes for us to eat for our snacks.

Transport

Understanding the World: The World / Trains

Rainbow Room children have been showing interest in small-world models this week, particularly on trains. The children have been observing the trains passing by while outdoors. We focused on extending their interest by carrying out many fun and exciting learning opportunities for them throughout the week. We planned a visit to Rectory Road Train Station, we looked at the tracks, and signal lights, and watched the trains and the passengers boarding the trains. We had a conductor who gave us a show round and explained how the ticket machine worked to help support the children's understanding and extend their knowledge. We had the following children, Vincenzo, Jayce, Lia, and Selim who took part in this activity. The children did very well in demonstrating their



listening skills and behaviour expectations. The children held the practitioner's hand and walked along Benthall Road, Vincenzo showed a high level of energy and fascination while observing the flowers, cars, and school. and the lovely artwork by Evering Road. Jayce and Lia were inspired by the artwork and used what, where, and who in simple questions. For example, Jayce pointed towards the wall and said, "What that", the practitioner informed the children that the artwork is called a "mosaic".

While at the station the children explored the ticket machine as they were beginning to show curiosity and interest in exploring new things and showing interest in technology toys/equipment with buttons. The train conductor gave us a demonstration on how to use the machine and explained to the children that we needed a valid ticket to board the ticket. The children while listening to the conductor learnt some key words and built on their vocabulary like money, coins, cards and machines, tracks, carriages, signals, and stations. The children then stood and observed the oncoming train, "it's a big train" said Vincenzo with excitement on his face. "train" called out Selim while pointing toward it. Lia then responded and said, "Big train".



Expressive Arts and Design: Creating with Materials / Making a large train.

Once back at the nursery, the children experimented with 3D boxes to create a large train which we used as part of role play. The children selected the following colours to use to paint their boxes. Leo and Lia were very persistent with this activity and were able to maintain focus and pay attention to detail as they used the single-handed tool to create lines and circular marks on the boxes. "I did it," said Lia. Both Lia and Leo did well and showed increasing control in holding, using, and manipulating the tools to achieve their goal. we had so much fun painting and getting our hands messy that some of Star Room and Jasper from Baby Room helped.



Expressive Arts and Design: Being Imaginative and Expressive.



Once our boxes were dry and ready, the practitioner helped assemble the boxes to make a train and carriages. We used masking tape to create tracks for the trains. Ayman, Jasper and Leo sat inside the boxes and engaged in role-play. This was great fun building on their **imagination as well as encouraging cooperation, sharing and turn-taking skills**. Leo was very vocal and started imitating sounds like “choo, choo” while moving his arms in the air. We also had Ayman who was rocking back and forth and repeating the word “choo choo”. Furthermore, we had Lia who also joined in and said “My turn” as she waited for her peers to finish.



Bonus class

Tiny Mites - Expressive Arts and Design



Rainbow children participated in another fun and interactive session. The responses we get from the children when they see the tiny mites are delightful to see. Our session was led by our new Tiny Mites teacher who is called Meighread. The children did very well in welcoming her into our settling and eagerly sat in a circle waiting to start the session. Meighread started the session by introducing herself and our favourite fairy creatures the tiny mites while singing the welcoming song called “the Tiny Mites Club Go Round and Open.” The children were fantastic as they **joined in by listening, repeating and imitating the actions** and **helped enhance their understanding of rhythm, timing, and different styles of sounds and movements**. Meighread introduced us to many of her furry friends like Phoebe who was a soft cat. We sang along with Meighread to the song “Pussy Cat Pussy Cat Where Have You Been”. Leo, Lia, and Selim were **fascinated, and showed involvement and concentration** while they took turns to stroke the cat’s fur.

During our next song, the children got the **opportunity to explore and experiment with numbers** as they sang the song “Hickory dickory dock” which was great fun. We then went on a journey with Meighread and took a drive down the road. The children each used plates which they used as a stirring wheel for a car. Vincenzo, Jayce, and Lia held their stirring wheel firmly while **rotating clockwise as they strengthened the muscles**.

Our final song involved the children using their **listening skills and following key instructions**. For example, Meighread started singing the song “I Got My Shakers” The children were asked to shake their shakers high, and low, they had to tap the shaker on the floor and on their hands which most of the children did very well.



Star Room

Physical play

During the first week of February, the children took part in various physical activities based on the children's interests. They have been showing a lot of interest in physical play and have been very active. They showed interest in football, running games, and throwing and catching. Therefore, we planned activities such as football sessions, tug of war, sack racing, learning how to hula hoop, and more to promote growth and development, build endurance, develop strong muscles and bones, and improve fine motor skills including balance, dexterity, and flexibility. Physical activities are essential for good physical and mental health and well-being as well as supporting the children's developing social skills especially as we have new settlers, so it was a way to get them to work as a team.

Egg & spoon race: **Communication and Language-Listening and attention**

In line with our physical play theme, Star Room took part in egg and spoon races. The practitioner explained the rules, and Marley said, "I also read a book about the egg and spoon race". The first group to race were Zayn, East, and Idris. They were each given eggs and spoons and told that they needed to stand behind the start line. As the game began, their peers cheered them on by shouting their names. East was holding the egg and spoon with both his hands and running to the finish line, not entirely understanding the rules of the game. Whereas Zayn and Idris ensured that they held the egg and spoon with one hand balancing it and **were able to follow directions (if not intently focused)**.



Zayn won the first round as his egg didn't fall off the spoon and managed to get to the finish line. Similarly, all the other children had their turns, some understood the rules and how to play whereas others were struggling. The children counted down "ready steady, set and go" and counted "123456" to see who was the fastest. The rest of the children also showed their turn-taking skills, waiting for their turn but also allowing their peers to have fun during their turn.

Zephaniah and Oneida also had their turn with the practitioner's support, **focusing attention – can still listen or do, but can change their own focus of attention**. However, they were getting distracted easily, they managed to hold the spoon with the egg but weren't able to balance it for more than 1 second **but it was a good activity to help develop their understanding of simple concepts (e.g. fast/slow)**.

Sack Race: **Physical Development**

As we concentrated on physical activities, the children participated in sack races to support their jumping and coordination skills, and ability to **follow instructions given by the practitioner** when playing games. The practitioner gathered



the children and asked the children to make a line against the wall. The children teamed up in groups of three and cheered their peers on when they had their turn.

The first set of children were Idris, Soul, and Marley. They all understood what the practitioner asked them to do. Soul and Marley jumped and dropped the first time they had a try. As they had their second try, they changed their tactic and this time held the sack higher, so they were able to jump steadily, **choosing to move in a range of ways, moving freely and with confidence making changes to body shape, position, and pace of movement.**



The next set who had a turn was Juliet, Maya and Leo Y. Leo Y was so eager to win the game that he continued to run even though he was reminded to jump rather than run, "What are you supposed to do?" He said, "Jump". Juliet and Maya jumped whilst they were in the sacks and continued trying to see if they fell over. Maya said, "I'm jumping like a kangaroo!". They enjoyed the activity as they were eager to have another turn. Oneida and Zephaniah didn't want to take part in the activity, but they watched the children jumping from one end to the other. The last group was Zayn and East, they were confident in jumping in the sacks. The children were **showing increasing control by jumping in a line.**

Chinese New Year

Star children were introduced to Chinese Culture during Chinese New Year which was on Saturday 10th February, they were able to concentrate on the theme of the **Chinese New Year** as it is part of the British values to celebrate other cultures and learn about others' celebrations in our setting. The practitioner provided Star Room with lots of activities related to the theme which they were able to explore. The children participated in a variety of activities such as making lanterns, decorating lanterns, listening to cultural music, and lots of other activities to expand their learning and development about different cultures, backgrounds, and diversity.



Understanding the World: People and Communities – Making Lanterns

In line with our theme, Chinese New Year, Star Room took part in making Chinese lanterns. The practitioner had already prepared the paint and resources, gathering the children around the table, and showing them what a lantern looks like. Gabriel asked, 'What's that?' to which the practitioner explained that it was a lantern that they would be making and for Chinese New Year, some people light up lots of lanterns because it represents peace, hope and happiness. The children looked intrigued and excited to make their own.



They used red paint to colour the lantern, and sequins to decorate. The activity was intended to support the children's knowledge about **different cultures and festivals** and how people from other cultures celebrate their festivals. Through this activity, the children worked on their **moving and handling skills** as they held and moved the paintbrush as well as practicing their listening and attention skills while the practitioner spoke about Chinese culture and explained to the children how they would be doing the activity.



The children listened to Chinese music whilst they also discussed and learned about Chinese culture. They learned that some people decorate their homes and put lanterns outside their homes by lighting them up. Soul said 'I seen that lantern outside' referring to the streets. Maya said 'I will take mine and put it in my room too'. The children also learnt how lanterns come in different patterns and how the focus colour is red because it is believed to be a lucky colour and a representation of the element fire.

Additionally, Star Room had the opportunity to listen to and watch Chinese dragon dancing. Dragon dances are an important part of the Chinese New Year celebrations and the children watched different dragon dances as well as asked open-ended



questions on why that is important and happens. It is believed the dragon is a celestial animal that lives between the sky and earth.

Expressive Art and Design - Being imaginative and expressive – Chinese sand writing.

Star Room took part in sand writing for their activity. We had visuals (Chinese writings) on the table for the children to use and copy. Blue Jean saw the fan with the writing and said, 'That's a fan, I have something like that'. The practitioner modelled writing, and the children copied the Chinese alphabet using chopsticks and paintbrushes. The practitioner showed them how "Happy New Year" was written.

The children made marks in the sand **using paintbrushes, introducing early writing to their literacy**. The practitioner asked if she should add water so they could see it better and the children said yes. As they added water, their marks became more defined.

Oneida had special time with the practitioner, as the practitioner modelled and guided Oneida on what to do. The practitioner used singular words, so Oneida was able to listen and understand the activity. The practitioner made circular movements and moved Oneida's hand to do the same thing. Oneida was a bit confused at first but as she got used to the texture of the sand, she touched it and babbled to herself. She was using her **imagination to scribble** on the sand.



Love week

The children took part in a theme to celebrate 'Love' as it was Valentine's Day during the half-term holiday, sharing love with their loved ones, peers, and adults in the nursery. Star Room children took part in various activities such as making heart shapes with playdough, decorating love cards, and reading stories about love. We also focused on feelings and what things make the children happy.



We also celebrated pancake day with all the children, giving the children the opportunity to mix their batter for the pancake and enjoy their pancakes during snack time.

Physical Development- Moving and Handling – Making wreath heart beads.

Star Room took part in making love hearts using pipe cleaners and colourful beads. In line with our theme, Love Week, we had the children talk about the love, care, and compassion they have for their loved ones. Soul said, "I love my mummy, daddy and Rumi". Marley added, "me too, I love mummy, daddy and my cousins". Gabriel said "I love my brother Leon and mummy, daddy" **expressing a sense of own immediate family and relations**. The children were expressing their love for their own family and saying who they would like to make the bead hearts for.



They had a choice of coloured pipe cleaners and bowls of beads with different sizes to choose from. Gabriel, Soul, and Marley confidently used their fine motor muscles to thread the beads through the pipe cleaners, some had small holes, and some had bigger ones, but they were aware of what they were doing.

Juliet, Maya, and Zephaniah threaded the beads on one end and pulled them out on the other end, until the practitioner further explained that they were to leave the beads in the middle of the pipe cleaner, instead of taking them out again. Juliet said "I want blue only blue" beads. Maya focused on finding pink-coloured beads while Gabriel looked for the sweet-shaped beads. Zephaniah was immersed in the activity, focusing intently, threading the beads through, and taking them out on the other end. The activity sparked the children's creativity as well as supporting their concentration skills and promoting **coordination of both hands and eyes**.



Expressive Art and Design- Creating with materials - Making heart handprints.

Star Room made heart handprints. The children have been talking a lot about love for their close ones, expressing what they would like to do for that person. The aim of the activity was for the



children to enhance fine motor and sensory play and to promote their creativity but talking about past and present events in their own lives and the lives of family members.

The practitioner explained to the children that they were going to paint their hands in paint and then stamp it on a card to make a heart shape and modelled it first. The children painted their hands pink and began expressing that it tickles when painting their hands. During the activity, the practitioner encouraged conversation between the children and encouraged good listening. The children were asked who they were making their cards for

and why they loved that person. Alaia said, 'I'm making a heart for mummy, daddy and Ayaan'. Blue-Jean said, 'I'm making it for my mummy and daddy too' while Marley said 'Making it for nana and dodo'. The practitioner then asked them if they would like to add a message on their handprint and they all responded by saying they wanted to add 'I Love You'. This fun art activity supported the children's memory retention and strengthened their cognitive abilities as they spoke about their experiences and gave space for the children to add meaning to their work.

Mathematics – Making Pancakes

As it was pancake day on Tuesday, Star Room and Rainbow Room took part in making pancakes for their loved ones. Blue Jean, Maya, Gabriel, Juliet, Zephaniah, Alaia, and Soul took part in this activity, and they learned what ingredients are used to make pancakes, the children also learned that "combine" means to mix in together. As they labeled the ingredients, they also learned where these ingredients originally came from.



The activity also allowed them to explore quantity and measurements as they determined how much to use for each ingredient. They were each given their own individual bowls and spoons to mix while sharing the big bowls of flour, milk, whisked eggs, and sliced-up bananas.

We talked about how flour is made from wheat, that wheat grows from the ground in a large field, and how milk can come from cows, and soya beans and made from oats. They learned how eggs come from chickens and ducks. Marley, Soul, and Maya already knew eggs come from chickens.

The children were asked to count the scoops they took, Blue Jean said, "I'm taking 2 scoops", Soul took 3 scoops and noticed he took small scoops then took another scoop and was asked how many he took and he responded, "I took 4 scoops of flour". Gabriel poured his water after having his flour in the bowl and was asked to put a quarter cup. He was able to do this, and this supported his hand and eye coordination as he used the cup to pour without spilling. Blue Jean mixed the ingredients and then added bananas to her mixture. The children enjoyed the food



activity, were so hands-on and engrossed and learnt so much about where some of our food comes from as well as exploring quantity and handling tools with a purpose.

Farm animals

This week the children focused on discovering both wild and farm animals because they were unsure which animals are farm animals and which ones are wild. Most of the children have been role-playing as different animals such as dinosaurs, lions, tigers, and more. They enjoyed covering the animals with sand. As the children interact with animals, they learn about their needs: food, shelter, water, and space. To increase their understanding the children took part in various activities such as making monkey headbands, and lion paper plates, doing a worksheet and discovering which animals are wild and which ones are farm animals as well as having discussions about which animals are kept as pets and if anyone has any pets at home. The children also took part in various animal puzzles as they have been showing an interest in connecting and finding animal puzzle pieces such as dinosaurs, cows, pigs, and more.



Understanding the World- The World – Making wild and farm animal masks

Soul, Maya, Juliet, Marley, Idris, Leo Y, and Blue Jean took part in making different animal masks, they were given different wild and farm animals to choose from, given a mask each and they had to identify the animal. They all confidently identified cows, pigs, and horses as farm animals and we learned that giraffes, tigers, lions, and hippopotamus are all wild animals. The practitioner asked, “What sounds do cows make?” Maya replied, “Milk, they make milk”. When they were asked what chickens make, Marley quickly responded “Eggs, they make eggs”, [showing an understanding of living things and where things come from](#). Soul then said “Yeah but Marley is not allowed raw milk” remembering the needs of his peers.



Through this activity, the children learned which animals are safe to keep as pets and which animals need to be left in their natural habitats. The children had discussions about what pets they have at home, Blue Jean said, “I have a cat in my garden”. Soul said “Yeah but Vincenzo has a dog, and he comes to nursery when picking up Vincenzo” showing he is making observations of his peers. “I want to keep a ginger cat,” said Marley. The children were confidently able to identify the difference between farm and wild animals as they said ‘lions, tigers, wolves live in the jungle’. The activity enhanced the children's [sensory experiences, motor skills, language development](#) as well as developing empathy for animals.



Bonus classes

Football: Physical Development- Moving and Handling

Star Room took part in a football session that included Soul, Marley, Gabriel, Maya, Juliet, Idris, Jad, Alaia, and Blue Jean. This activity supports the children's listening and attention skills as they follow instructions and **develop physically by learning different ways of moving around while** playing football and learning how to catch the ball.

The children began the session by setting cones to create a path and then running around the path avoiding the 'snakes.' They were able to **run safely on their whole foot**.

They then played another game, running to the coloured cone that the coach called out. Maya, Juliet, Gabriel, Soul, and Idris engaged in this game while Jad, Zephaniah, and Zayn chose to watch the game being played.

They moved on to holding cones pretending to play cars, then when asked to freeze, Marley, Idris, Maya, Juliet, and Gabriel were showing listening and attention skills and froze while Soul preferred to keep going and not stop.

Following this, the children were paired up and instructed to run from cone to cone, from one end of the playroof to another, touching the cones and only running when they heard the whistle blow then tag their teammate to do the same, **beginning to understand and choose different ways of moving**. Marley ran to the end cone and headed back and tagged Alaia to go next, then Adam ran to touch the cone and headed back and tagged his team member, Idris. They understood the instructions and followed through well.

Next, the children were set cones and instructed to jump on each cone and then run back to their line against the wall. Blue Jean, Idris, Marley, Alaia, Adam, and Alaia did well in following the instructions. Zayn, Jad, and Zephaniah showed less interest as they went to only 2 cones and then played elsewhere. Overall, they were able to **run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles**. Some children continued practicing their newly learned skills and movements during free play!



The learning intention for this football session was to support the children with learning skills in controlling a ball, focusing their attention, and to be able to follow simple instructions.

Communication and Language - Tiny Mites

Star Room took part in a Tiny Mites session which supported their [listening and attention skills](#). In line with our animal theme, they learned about different animals, took part in action rhymes, and moved around to different sounds and actions. Zayn, Idris, Gabriel, Maya, Juliet, Leo Killington, Leo Y, Soul, Blue Jean, Marley, Adam K, and Zephaniah took part in this session.



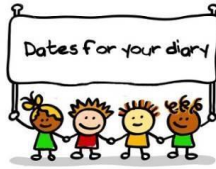
The session started with the “round and open” action song. The children started by pretending to go on a boat, Soul, Marley, Gabriel, and Leo K used their hands pretending to row the boat while singing the song. They then moved on to the driving

song, pretending to drive while holding a plate as a steering wheel. Zephaniah was quite keen on this as he waved his plate in the air. Leo, Soul, and Blue Jean were fully focused on singing and pretended to drive their cars up the hill and driving down the street. The children were then given shakers to use in another action song which mentioned shaking the shakers up high which they all followed, [experimenting, and creating movement in response to music and rhyme](#).

Adam, Leo Y, Zayn, and Juliet shook their shakers down to the ground following the action rhyme song which shows their understanding of the words. Maya paused for a moment then pretended her shaker was a microphone as she held it by her mouth pretending to sing. Marley, Leo K, Blue Mean, Soul, and Adam Kermadi were using the palm of their hand as a drum to beat the shakers.

The children were shown an animal and asked what it was, Maya said, “It’s a tiger” and then Leo K made the tiger sound along with Soul. They were shown a snake and Juliet made the sound of the snake. Marley, Blue Jean, Leo Y, and Idris saw a penguin and were waddling like a penguin, moving their bodies and heads side to side like the animals, [engaging in imaginative play based on their own ideas or first-hand or peer experiences](#).





Parents afternoon

Thursday 14th and Friday 15th March 2024

Easter Holiday

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

– Re-opens Monday 8th April 2024

Fri 29th March – Public Holiday

Mon 1st April - Public Holiday

Eid Holiday

Around Wednesday 10th April 2024 (To be confirmed)

Inset day

Friday 3rd May 2024

Bank Holiday

Mon 6th & 27th May 2024

Eid Holiday

Around 17th June (To be confirmed)

Summer Holiday

Last day Wed 14th August 2024 Nursery closes at 4 pm -

Re-open Tues 3rd September 2024 –

Mon 26th August – Bank Holiday

Mon 2nd September - Inset day

Winter Holiday

Last day Friday 20th Dec Nursery closes at 4 pm

– Re-open Fri 3rd Jan 2025

Wed 25th Dec – Public Holiday

Thurs 26th Dec - Public Holiday

Wed 1st Jan – Public holiday

Thursday 2nd Jan – Inset day

Review us

We would like to take this opportunity to thank you for choosing Rooftop Nursery as your childcare provider, we hope it has been a pleasant experience for you and your child.

We would greatly appreciate it if you could kindly, please take a moment to review our nursery so that we are able to promote our services to other parents and families.

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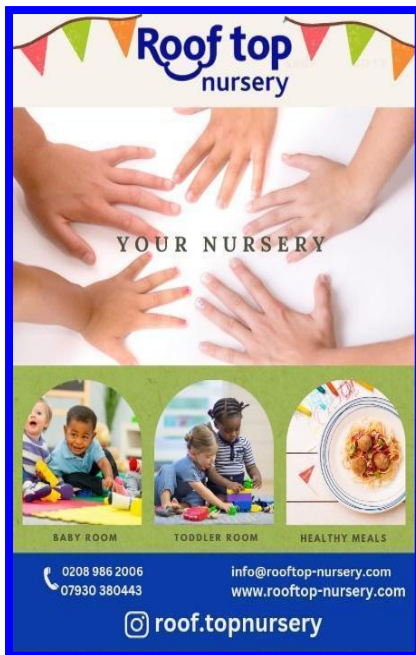
Brook <https://goo.gl/maps/hQrp23ouxaMXy3KY8>

Comments/ Suggestions

Please feel free to email us any suggestions/comments you may have to office@rooftop-nursery.com

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

Instagram



Did you know we're on Instagram

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

roof.topnursery

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

Look out for all updates.