



July Birthdays

A very happy birthday to Mia, Jayce and Lordell!



Roof top
nursery

Roof Top Nursery

Parents as partners

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

Graduation 2023

We had a fabulous graduation ceremony and party for all the school leavers on Monday 17th July 2023. It was a beautiful way of saying our goodbyes and helping the children transition to the new stage of their learning journey.

We began our graduation ceremony, with a heartfelt speech that Hafiza had prepared dedicated to the children leaving. It highlighted the children's strengths and praised the leavers for the amazing progress and development they have made over the years. They really have become such talented, independent, and confident individuals!

Each child was then proudly called onto the stage to receive a certificate and a group photo was taken with all their peers and teachers who have helped them learn and grow throughout their time at Rooftop Nursery. The children then had a party which was followed by entertainment by the magician Mr Squash who kept the children enthused and engaged. It was a perfect end to the day!

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



OUR GRADUATING CLASS OF 2023



Our manager's heartfelt speech

I want to start by saying how proud all the staff are of all the children in this nursery for becoming very talented, independent, confident individuals.

Some of you children have been with us since you were little babies and we have seen you learn to crawl, walk and talk. Some of you are now able to read and write and some of you are proudly putting one and 2 letters together and have now started to read.

Today is about celebrating your achievements and the progress that you have made with us at Roof Top Nursery, you have all been actively involved in all the nursery activities such as reading, writing, baking, making friends, and learning to resolve issues and overcome challenges.

Time – Months, days, and hours are trickling away, and we can't believe another nursery year is coming to an end. This is our 17th year in operation, and we are truly grateful for all our days. Every morning our nursery comes alive with the spirit of our happy and energetic children. This sets the tone for the day for us. **We are Alive and Awake!**

You are a very resilient set of children who have had to face a pandemic and got through this coming out shining on the other side, your resilience outshines the rest of the children who have previously left this nursery.

You all have been active explorers and used your creative thinking in your play and learning. You have developed further independent skills, social skills, and important etiquettes of life.

The effort and love given to you by your staff in your room and across the whole nursery, from Charnelle, Laiqa, Maha, Tahalia, Asma, Nayab, Sherielea, Akki, and Shamima in your final year we cannot thank them enough, we are grateful to have such loving staff in our nursery for all of you.

It was a great pleasure looking after so many shining stars here at Rooftop over the last 17 years. The time has come to say goodbye, each day has been filled with fun, and excitement, we laughed together, played, learned, and enriched our lives together.

As much as we feel sad to see you all leave and move on to school, we would like to say to all the children that we wish you all the best in your new school and we hope you will continue to be independent learners and seekers of knowledge.

Love from Hafiza x July 2023



Cake time!



Mr Squash

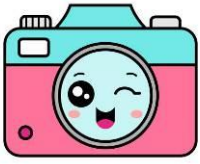


A Special Thank you!

We would like to take this opportunity to thank all the parents who contributed to our Graduation ceremony by bringing in food and for attending the ceremony. A big thank you to our staff member **Maha**, who made a beautiful Graduation cake to complete the ceremony.



Our annual photoshoot



Photoshoot 2023

During our recent schedule, we had the opportunity to carry out a photoshoot for the children who came in dressed in their best outfits. The children were taken onto the play roof for their group photo with their peers and their practitioners. A few natural shots were also taken whilst they were playing in the garden and in Sunshine room. The babies showed a lot of excitement when they got to the rooftop as they are not used to spending a lot of time up there, and most of the babies were cooperating really well when getting their pictures taken. We look forward to next year's photoshoot!

PDN Meeting - Representing Rooftop Nursery



As part of our regular PDN meetings at the education department, where managers come together from different settings around Hackney alongside members from the learning trust to discuss new updates and changes related to childcare choices, funding, family support, healthy eating, staff well-being, training, inspection updates, forest school and promoting good practice.

For the latest meeting held, Roof Top Nursery was chosen for sharing best practice again with other nurseries in Hackney. Hafiza, our manager, who attends the meetings regularly to share this practice gave the opportunity this year to one of our very own staff member- Peri Ozyasa, who is our Nursery supervisor and room leader at our Brook site.



Peri attended with the manager to do a presentation on Friday 16th June 2023, to share, and model good practices and promote how we implement Mindfulness with young children at Rooftop Nursery. This was following the recent training she attended on Inset day where the manager shared the importance of mindfulness and techniques to help support emotional wellbeing and self-regulation. Peri took this training on board and incorporated this into her practice, and this really caught the eye of our manager and the Learning Trust education officers.

This was a great opportunity for us as a setting to promote our practice and talk about the impact this has on our children and their well-being. Peri spoke about some of the activities she uses during her Mindfulness and Yoga sessions with both babies and children.

During our Yoga sessions we create a calm environment which encourages meaningful moments of reflection. We use soft mats, LED candles, dim lights, and soft mindfulness music in the background to set the tone before getting the children to breathe in and out. We use a variety of poses and stretches which are modelled to the children who will observe carefully and copy the practitioner's actions.

A new form of relaxation that has been recently introduced is encouraging the children to explore their senses whilst smelling different ingredients such as lemon, orange, flowers, lavender, herbs, or mint. This has supported the children to show curiosity, remain calm and reflect during the yoga session.

During the PDN meeting Peri also modelled the use of the calming basket we use at Rooftop Nursery for children that require support with regulating their emotions especially when they find it difficult to express themselves or have limited language. Children often struggle to understand their emotions, especially sadness, frustration, or anger. Our goal is to teach children to self-regulate when they're feeling these emotions and struggle to manage these feelings. The calming basket is carried out 1:1 with the child and the practitioner in a quieter area.

The calming basket consists of:

A Deep breathing card (Encouraging the children to take a deep breath 5 times), play dough, a stress ball, a 'Calm down Boris' book, a sensory lava lamp, eye mask, earmuff, bubbles, laminated card, and felt tips to draw how they feel.

All the items in the basket help contribute to the children regulating their emotions and support them to become independent in expressing themselves successfully.

The PDN was successful, and the attendees were really impressed with our practice at Roof Top Nursery and left wonderful compliments on our best practice. Our manager will continue to share good practices with other nurseries managers in Hackney as we have done for the last 17 years.

Sunshine Room

EID

We introduced the Muslim celebration of Eid to the babies. We set up cultural and Islamic dressing up clothes, we had Eid stencils for the babies to use and Eid decorations with bunting and balloons. We explored with playdough using Eid stencils, painting moons and stars, baking biscuits, and some fun games and bubbles.



Expressive Art and Design: Creating with Materials - Star & Moon prints



The activity was based on our theme of the week, Eid. We had a large black sheet of paper, glue, star and moon cut-outs. We also used star-shaped cutters to dip into yellow paint to print star prints on the collage as this allows them to **enjoy the sensory experience of making marks in food, damp sand, water, mud, paste or paint.**



Mia, Vincenzo, Sandara, Jasper, Nell, Leo and Jayce participated in this activity, the practitioner

demonstrated what to do, Mia watched the practitioner carefully and slowly picked up the glue spread as well and started to follow the practitioner's actions, dipping the spreader into the glue and spreading it across the paper. Mia placed the yellow moon on top of the paper where the glue was applied. Vincenzo picked up the star cutter and dipped into the yellow paint and grasped hold of it in the palm of his hands and printed it across the paper, showing that they are **making connections between their movement and the marks they make**, he then looked at it with so much joy and proceeded to carry on.



We brought out some glitter towards the end of the activity and Vincenzo pointed to it and said "Glitter" repeating after the practitioner. Mia said "Star". We encourage the babies **to use single words** to build their vocabulary.

Physical Development: Moving & Handling - Eid biscuits



The aim of the activity was to make Eid biscuits with the babies. We gathered the resources and ingredients such as flour, butter, raisins, and vanilla essence. The practitioner showed the babies one ingredient at a time and explained what we would be using in the batter, the practitioner **used single words** as they named the ingredients and types of equipment.

Vincenzo took the spoon and the flour and added it into the bowl, then Jayce took his turn and added it into the bowl, Mia added a small amount of butter as she tapped the butter into the bowl. This showed **that their hands were able to operate independently during a task that uses both, with each hand doing something different at the same time, e.g., holding the bowl while mixing with the other hand.** Then Sandara scooped the remaining butter and added it to the flour. Jasper participated and watched as the practitioner encouraged Jasper to scoop the flour and add to the bowl. We used the spatula to mix the ingredients as we rotated it along, so all the babies had a turn. Jayce passed the bowl to the babies showing an **understanding of simple sentences** as well as **turn-taking**. Mia added the raisins as she held the spoon



then passed the bowl over, then Vincenzo added some vanilla essence with the support of the practitioner.

The practitioner kneaded in the dough and we used the rolling pins on their individual boards to roll the dough out **encouraging gross motor skills and hand-eye coordination**. Mia, Leo, and Vincenzo rolled the dough out using both their hands back and forth and then picked the shape cutter to **push down with the palm of their hand**. They were excited to see the shape on the dough as they used stencils **having a choice** of a mosque, star, camel, lantern or moon and placed them onto the baking tray for them to be cooked in the oven and for the babies to take home.

Summer Season

The babies have been enjoying the summer weather out in the garden with water play and noticing the change in clothing showing interest in summer hats and sunscreen. They also enjoy watering the plants and observing the flowers growing and the herbs we have been using so they took part in creating some flower soup. With the slightly windy weather, we made paper windmills, boats, and aeroplanes too. With the summer theme, the babies also had access to sand play with buckets and spades, crabs, seashells, starfishes, and other sand moulds **to support their gross motor skills and hand-eye coordination**.



Communication and Language: Listening and Attention - Handprint Sunshine

As part of our summer theme, the babies took part in creating a handprint sunshine painting as they have shown an interest in painting their hands during the previous week. This was a great

opportunity for the babies to explore hand printing and allowing them the **free choice** of using their hands or using the brush. It also encouraged them to **concentrate intently on an object or activity of their own choosing for short periods**.



The practitioner provided a visual representation of the sun, yellow paint, a paper plate, and some large white paper she then explained how they can engage in hand printing, enabling them to **understand simple sentences** as they showed readiness to participate in the activity.



Vincenzo went first, he used the paintbrush and was able to spread the paint across his hand, he then stamped it onto the paper. This showed that he **paid attention to his own choice of activity**. Nell showed a preference by using the paintbrush first, she dipped it into the paint and made **random marks** across the paper **enjoying the sensory experience of making marks in paste or paint the paper**, she then dipped both her hands in the paint and spread it around the paper. **The babies are developing their senses and enjoy feeling the texture of the paint**. Sandara used the paintbrush to spread the paint on her hands and printed it on paper with the support of the practitioner. Mia, Jayce, and Leo enjoyed dipping their hands in the paint and spreading it on the paper, they



repeated this action as they **concentrated on their activity**. The practitioner then stuck the paper plate in the middle of the paper and showed the babies that it makes a ray of sunshine. This showed the babies a clear representation of the sun that they made, the practitioner used keywords such as 'hot yellow sunshine', 'hand, 'paint' and 'print' then some babies **imitated the words** back.

Physical Development: Moving and Handling - Painting beach buckets and spades

Following on from our summer theme another activity was painting their own buckets and spades. The practitioner set up three different paint colours, red, orange, and green, this gave the babies a choice and allowed them to **make their own choices (British Values- Individual liberty)** and decide what colours they want to use.



Each baby was given a piece of paper with the template of a bucket and spade, they all sat at the table excitedly when they saw the set-up, Leo and Jayce repeated after the practitioner and said "Painting" using **single words**. This showed the babies' **interest in the activity**. Leo mixed all the paints together as he dipped his brush in all three colours, Jayce liked using the red paint, as he dipped the paintbrush in the paint pot continuously. Nell used the paintbrush but also liked to use her hand to make lines on the paper **enjoying the sensory experience of making marks with paste or paint**. Jasper sat at the table and observed his peer's paint, the practitioner gave Jasper a paintbrush and supported him. Mia pointed and said "bucket" and "orange". Mia and Sandara painted their paper, they dipped their paint brushes and made squiggles on the paper covering the bucket and spade image. **The babies show increasing control in holding, using, and manipulating various tools and objects** and enjoyed this activity as they didn't want to stop painting **showing concentration for a long period of time**. They helped the practitioner put their paintings to the side so that they could dry showing an **understanding of helping others**.



We finished the week with more fun activities such as making beach balls, crabs, and starfish. The room had a beach set up in the home corner, and we had a colour of the week table which was yellow.



Summer extended

We continued with the summer theme with the babies, by expanding their sensory play by making watermelons as our main focus summer fruit of the week. The babies participated in watermelon crafts and sensory bins, and there was a table full of objects of the colour red as our focus colour of the week.

Communication and Language: Speaking – Tasting Watermelon



The purpose of the activity was to introduce a watermelon which was our focus fruit and colour of the week as it links in with our summer theme. The practitioner prepared the watermelon by cutting it into small triangles with the skin on for the babies to hold independently and eat outside as a little picnic.

Sandara and Nell ate their melon quickly whilst Amiyah laid down very relaxed as she enjoyed her melon. Leo, Jasper and Mia had one and then continued to play. They were all able to hold and feed themselves their melon, **making sounds of enjoyment** such as "mmm".

The practitioner communicated with them to encourage language

using key **single words** such as *watermelon, juicy, red and green, triangle and seeds*. As a follow-on activity, we made fresh watermelon juice for the babies to enjoy, this also allowed the children who missed out on the first activity to experience and enjoy the watermelon. The babies were **willing to try new food textures and tasted, developing their own likes and dislikes in food**.

Physical Development: Moving & Handling - Watermelon sponge painting

All the babies were encouraged to do watermelon painting to allow the babies to **enjoy the sensory experience of making marks with paint**. They were provided with large paper, triangle shape sponges in red paint and small arched shape sponges in green paint. The practitioner modelled how to make prints using the sponges with each colour and brought their attention to the image, "Look it's watermelon". The babies attempted to repeat after the practitioner and said "melon". They all reached in for a sponge from the paint pallet and were able to print and stamp onto the paper. Sandara observed her peers while Jayce and Leo were very engrossed in rubbing the sponge in the paint exploring their senses. Mia and Nell made lots of prints and **noticed the mark they made** pointing out and saying "melon". The practitioner also named the shapes we could see such as 'triangles' and this encouraged the babies to learn the shapes.



Summer Fruits and Zoo Animals



We further extended the babies' interest in the summer theme by combining it with the babies' interest in fruits and sensory play. We used oranges, strawberries and kiwis to make smoothies and ice lollies which they really enjoyed. Midweek we introduced our new theme of the week which was 'Animals'.

We decided to choose this theme for our focus of the week as it was in preparation for the trip to the Zoo, we planned to carry out activities such as animal printing, animal hunting, washing station and generally reading books about animals.



Physical Development: Moving & Handling + Maths - Water play with fruits



Following on from their fruit smoothie activity, the practitioner prepared a tuff spot with water and added plastic and wooden fruits to explore as they wash their fruits. The practitioner supported their communication by providing a language-rich environment by naming all the fruit and putting the words together by adding the colour or shape of the fruit. This also encouraged the babies to count – to engage in counting-like behaviour, making sounds and pointing or saying some numbers in

sequence. The babies mainly enjoyed splashing in the water and some helped themselves to bowls, jugs and spoons to scoop the water and taste the pretend food. The babies were able to manipulate objects using their hands singly and together.



Communication and Language: Speaking - What's in the bag (Animal edition)



To introduce the topic of animals we chose to start with playing what's in the bag with animals. The practitioner got a bag and filled it with various animals. The babies then had a turn to pick out an object from the bag. First, we sang the 'what's in the bag' song, Nell reached in to have her turn as she was first. She picked out a grey elephant, the practitioner then made an elephant sound, and the babies imitated it. Jasper was next and he picked out the big gorilla. Leo said "oo ah ah", making the noise as he makes sounds as he

plays. Sandara had her turn next, she picked out a Lion, and she said 'roar', Leo and Nell frequently imitated words and sounds they observe. The babies then had another go each; they picked out a leopard, a bear, and a rhino. Leo was very passionate when making animal noises



and especially liked roaring like a lion. The babies **were frequently imitating the words and sounds** being made by the practitioner and some **were able to use single words and sounds in play.**

Physical Development: moving and handling - Animal washing station

The leading practitioner prepared a container with soil and a bowl with soapy water and brushes, there was also a selection of farm animals to choose from **giving them the freedom of choice.** Nell, Sandara, and

Amiyah took part. They showed interest straightaway as they reached in for the animals and put some animals in the tray as they imitated the practitioner. Nell picked up a horse and she saw soil on it then dropped it back inside, she saw the water bowl and was attempting to reach for it. The practitioner encouraged them to make the animals stomp, jump and roll around in the soil. Their

hands start to operate independently during a task that uses both, with each hand doing something different at the same time. Sandara explored the texture of the soil as she felt it between her fingers and spent time brushing the soil off the animals. Nell was observing her peers. Amiyah picked up all the different animals, smiling and babbling to her peers.

We then informed the babies that the animals need a wash and let's clean them, we gave them the water bowl with the brushes, and they very excitedly splashed the animals in the water, they picked up a brush using their most **dominant hand** and scrubbed the animals, dipping the brush often, **showing concentration in an activity of own choosing.**



Bonus classes

Tiny Mites – Communication and Language/listening and attention



The babies participated in a Tiny Mites music session with Rainbow Room. The babies were a bit hesitant at the beginning but after the first song they got involved and were excited. The session started off with the babies meeting the Tiny Mite's characters, **they imitated a round and open action** and watched the practitioner. They then did a dancing song **in which they jumped, wiggled, and clapped their hands,** showing an interest in dancing and singing to music rhymes and songs, and imitating movements of others. Nell, Mia, Jayce, and Leo really enjoyed this and stood up to imitate the practitioner.

The next song was about driving, the babies were all handed a plastic-coloured plate and that was their steering wheel. They made a 'beep beep' noise and tuned the plate as if it was a steering wheel. The practitioner showed pictures of some animals; they went through each picture and made the noise that the animal makes. They then did a dance song about animals, Sandara, Jayce, Leo, and Ibraheem all enjoyed this, they watched the practitioner and danced along.

The practitioner then had a toy kangaroo that she went around the room with, she made the noise "boing, boing" and Leo and Jayce imitated the noise. The babies then participated in a kangaroo jumping song. They followed the practitioner around the room and jumped around. Nell, Sandara, Jayce, Leo, Mia and Ibraheem really liked the Tiny Mite session and joined in with all the dancing and singing.



Rainbow Room

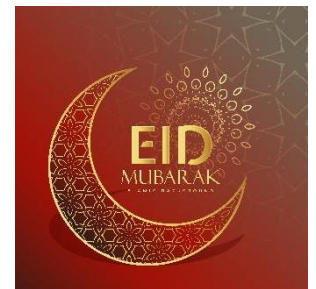
A warm welcome to Vincenzo, Mia, Jayce, and Leo who have moved into Rainbow Room!

EID

Understanding the World- People and Communities



We have been busy learning about Eid and how it is celebrated around the world. The children have been exploring fun and stimulating activities where they have been learning about similarities and differences that connect them to, and distinguish them from, others. As part of British values, the children were learning about culture, religion and it's traditions through mutual respect.



Expressive Art and Design: Being Imaginative and Expressive - Eid Cards



Rainbow room children used a range of arts and crafts resources to make and decorate Eid cards. William, Maya, Hazel and Gabriel showed interest as they explored and experimented with a range of media and movement through multi-sensory exploration and expression. The children used their preference for dominant hand as they held the glue stick and spread the PVA glue onto their cards. Maya used her thumb and index finger to pick up some glitter and sprinkled it onto the edge of the card. Hazel showed interest as she picked the colourful mosaic and stuck it onto the card, she then grasped a handful of glitter, added the glue, and sprinkled the glue between the moons. This activity encouraged



them to notice and become interested in the transformative effect of their action on materials and resources.

Expressive Art and Design: Being Imaginative and Expressive - Eid prayer mats

Another exciting activity we did was making a collage of a prayer mat using natural resources. Marley, William, Juliet, Maya, and Roxanne used PVA glue to spread on a large piece of paper. The children were **curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, and plants**. Rainbow room children-maintained **attention** and carefully decorated the mats by selecting their choice of resources. For example, Marley held the glue stick using her right hand and spread the glue in a line across the paper. She then selected white and pink flowers and leaves and stuck them one by one onto her paper to create her prayer mat. Roxanna selected leaves and a white and one pink flower to decorate her prayer mat. Maya used four leaves and a pink flower "I did it" said Maya with a smile on her face. William joined in and held the glue stick with his right hand and spread the glue onto the paper, he then used green leaves to decorate his prayer mat. **Through this activity they experimented with an increasing range of media and movement through multi-sensory exploration and expression.**



EID Continued

Physical Development: Fine Motor Skills / Drawing of a Mosque

Moving forward, the children drew a mosque with the practitioner; they selected materials of their choice, **expressing their interests and preferences** as they used crayons and coloured pencils to create their version of a mosque. They enjoyed creating various **shapes and patterns** and **strengthened their finger muscles** as they practiced controlling the mark-making tools.

Physical Development: Fine Motor Skills / Communication and Language: Listening and Attention. - Our Eid Celebration

A key skill in Rainbow Room which we have been focusing on developing this term is **holding our attention for a period**. Rainbow room children have shown that their **attention skills** have improved greatly over these few weeks. We did this by tapping into their interest and taking their learning one step further and implementing more challenging and stimulating activities.

We started off our week by making our very own Eid Lanterns. Rainbow room used glue sticks to spread PVA glue and develop their **fine motor skills, strengthening their small hand muscles** by **manipulating a range of tools and equipment**. Furthermore, the children **expressed their own choices** and **paid attention to details** as they selection of arts and crafts resources that they used to decorate their lanterns.



Gabriel and Hazel seemed very keen and further developed their **hand-eye coordination** as they used the digital grasp method to hold the glue stick and spread the PVA glue on their paper.



Some of the children showed an interest in labelling and learning **different types of everyday words**. For example, Gabriel was very keen on labelling the equipment he used as well as labelling the colours of the sticking materials.

We hosted an Eid party for the children, and they had an amazing time. We got to eat some yummy healthy snacks and some party food. We then engaged in a dancing session. The children were keen on showing their dance moves **as they moved their bodies to the beats of the songs and waved their hands**. We listened to a song called **Wiggle Monster**, Maya, Roxanne, Lordell, Zephaniah, Juliet and William all imitated the actions by copying the practitioner and following the movements step by step.



Summer Week

Understanding the World: The World / Personal, Social and emotional development - Natural World / Mud Kitchen



July has been a very busy month for us here in Rainbow Room, the children have been fascinated by their outdoor space and making the most of the sunshine. Being outside has inspired our children's interest in the mud kitchen and the natural world around us. Within this area, the children were encouraged to **develop their independence** and **use their imagination and own creative ideas**.



Marley, Maya, Roxanne, Aristina and Hazel explored together, gained new skills, and showed curiosity by combining and mixing the natural elements together to create their own mud pie, soup, and chocolate cake. For example, Maya collected natural materials such as flowers, leaves, sticks, and mud from around the garden and added them to our kitchen. The children's play became more cooperative, as they started **socially interacting together**, and laughing and giggly especially when we spotted a friendly snail crawling into our soup. What fun we had in getting a little dirty and being able to explore with their hands!

Physical development: Moving and Handling and Mathematic: Planting

Rainbow Room children love watering the plants outside, so we decided to plant our own flowers and vegetables. Rishi, Zephaniah,



Gabriel, Juliet, Marley, Maya, and Hazel took part in this activity. Zephaniah and Juliet loved exploring through their sense by feeling the texture like the soil and seeds.

Rainbow room children all **maintained focus** and spent over 10 minutes exploring the soil, using **single-handed tools** such as a spade and scooping the soil into a plant pot. Marley, Rishi, and Gabriel showed interest in **numbers** as they counted the seeds before placing them in the pot. For example, when Gabriel joined in and filled the soil into his pot, he used his right thumb and index finger to pick up the seed and place it one by one into his pot while counting one, two and three in order. Furthermore, we focused on empowering the children to strengthen their hand muscles as they showed **increasing control in holding, using, and manipulating a range of tools and objects** such as a scoop, jugs, hammers, and mark-making tools.



Communication and language: Listening and Attention & Speaking - Bug Hunt

Our children are becoming natural explorers here in Rainbow Room! We hid the bugs high and low and encouraged the children to search for the hidden bugs using magnifying glasses. Maya, Rishi, and Zephaniah enjoyed this activity. They all had magnifying glasses and looked around the room. Marley found an ant and engaged in **open-ended conversation** with the practitioner and **asked questions** such as “What is that” and ‘What do they do’.

The next insect they found was a beetle. Maya **expressed her feeling and** spoke of her **dislike** of the bugs. Rishi found a frog and he said ‘green, green’. Then Zephaniah found a grasshopper. Whilst holding the grasshopper he imitated the jumping action. The children and the practitioner **engaged in conversation** about the bugs, naming the familiar bugs and speaking about where they may live. For example, Maya said butterflies live at the zoo and Marley contributed and said they live in the garden.



The land of the dinosaurs



Off to another exciting adventure here in Rainbow room! The children have been learning about the different animals that roamed Earth millions of years ago. To build on the children’s experiences and knowledge about dinosaurs we carried out many fun and stimulating activities such as creating dinosaur eggs using balloons and paper mache, a dinosaur swamp and dinosaurs’ masks and ice play with hidden dinosaurs. What fun we had learning about different types of dinosaurs and their names throughout the week.

Understanding the World- The World: Dinosaur swamp sensory play

We started off by exploring our dinosaur swamp, the children's imaginations ran wild as they explored and transferred the items in the tray. Throughout the activity, the children showed a lot of **interest and involvement**. We had Zephaniah who helped mix the corn flour, green paint powder and water to create the texture for the swamp, followed by Maya and Juliet who giggled as they created small footprints on the tuff spot.



Throughout the activities, the children **shared and demonstrated their ideas that are meaningful** to them by moving **in a range of ways**. For example, Maya said her dinosaur is stamping and Aristina observed the dinosaur footprints, **noticed the patterns** and pointed them out to the practitioner. Furthermore, Gabriel, Marley and Roxanne all joined in and started feeling the texture. For example, Roxanne felt the texture of the corn-starch and carefully observed it dripping through her fingers. Marley **engaged in conversation** with the practitioner and **shared her thoughts**. For example, she spoke about the corn-starch

been too hard in some areas. All the children were amused how gooey and gloopy it felt as it oozed through their hands and dripped from their fingers.

Expressive Art and Design: Creating with Materials: Paper mache dinosaur egg

Demonstrating individual liberty and developing our fine motor skills has been a part of our learning here in Rainbow room, we did this by encouraging the children to help get the resources

ready together. For example, Aristine helped rip up the newspaper and Rishi helped by mixing the PVA glue and water together. Rishi, Roxanne and Aristina all got their hands messy and used balloons and paper mache to create their very own dinosaur egg, as this gave children the chance to **create with materials** and **explore using different textures and resources**. Using these opportunities, we have been encouraging the children to get involved in **conversations and share their ideas, interests and fascinations**. For example, we had children talk about the colour of the balloons they wanted to use and some of the children were even talking about the **size** of the balloon and **comparing** it to see who had the big and small balloons.



Physical Development- Fine Motor Skills: Dinosaur Biscuit

Another exciting activity we carried out in our room was baking dinosaur biscuits which was great fun. This activity supported their developing **eye-hand coordination** and **fine motor skills by strengthening small muscles** in their hands and fingers by stirring the mixture and kneading the biscuit dough. The children independently combined flour, butter and baking soda into their bowls. Using their hands, the children



were encouraged to knead the dough until the dough was soft. Once the dough was ready, Wesley, Gabriel, Marley, Juliet, Maya and Mia used the rolling pins to roll out the biscuit dough further promoting **gross motor movements** using their arms and shoulders, and cut them out to their desired **shapes, and sizes**. Many children got to demonstrate **democratic values** by making choices and sharing their preferences which was lovely to see.

Physical Development: Moving and handling Painting Dinosaur

To further enrich Rainbow Rooms interest and knowledge about dinosaurs, we did a painting of a T-rex using paper plates and paints. The following children participated in this activity Juliet, Leif, Maya, Lordell and Blue Jean. Leif and Lordell who were all fascinated by this and started **imitating actions and sounds** of a dinosaur especially the T-rex. We even had some of the children **asking variety of question using terms like (what, are, where, and who)** as they **maintained focus and paid attention to details**. For example, what's that, said Maya as she pointed to a dinosaur figure. Rainbow room children all showed a **can-do attitude and high level of involvement, energy, and fascination** as they created various marks such as horizontal and vertical strokes on the paper plate.



Bonus classes

Tiny Mites

Rainbow Room children enjoyed taking part in a Tiny Mites musical session and had so much fun. The session started off with the Tiny Mites' opening song and the use of props which we all loved. As the music started playing all the children joined **in with dancing, ring games, rhymes, songs and games, imitating the movements and anticipating actions** and singing along with the teacher from the top of their voices.

All the children **maintained focus and listened** with interest for example, Gabriel was observing the session and followed the instruction given by Janine and he started singing with his peers. Janine took the children to a roller-coaster ride to the zoo where she introduced the children to many creatures that live at the zoo. The children learned **new words rapidly** such as the names of all animals, and the sounds and actions they might make. The children were so **curious and showed interest in stories/songs about people, animals, or objects that they are familiar with or which fascinate them**. We got to roar like a lion, stretch tall like a giraffe and move like a hippo.

Some of the children excitedly shouted out the names of the animals they recognised. For example, Lordell



let out a big “roar” like a lion and said *lion*. We then sang a song called “*The car goes round*,” all the children sat down and used the plate as a stirring wheel to imitate the action. Juliet kept saying beep beep and kept turning her plate in a circular motion. And finally bringing our session to an end we sang the bubble song. We enjoyed lots of bubbles as the children used their index fingers to pop and showed lots of excitement!

Star Room

Eid

As Muslims celebrated Eid on Wednesday the 28th of June, the children spent some time taking part in activities that allowed the children to learn about a culture that may not be their own. Star Room took part in activities such as making Eid biscuits with dates, dancing to cultural music, and making Eid cards.



Expressive Art and Design: Creating with Materials – Eid Decorations



As Eid approached the children took part in making Eid decorations using various resources such as paper, glitter, and paint. Amaya, Lowen, Zayn, Nicholas, Gene, and Peggy took part in the activity. Each child had a different item to decorate such as stars, moons, and hearts. The practitioner began by asking, “Who is ready for Eid?” and Amaya said, “I don’t celebrate Eid, I celebrate Christmas” **recognising and describing special times or events for family or friends**. The practitioner explained that some people will be having fun on Eid as they get to spend time with their families. Mikaeel said “I’m having Eid” **remembering and talking about significant events in his own experience**. Gene asked, “What’s Eid?” prompting the practitioner to explain. The children were intrigued with the activity working on their creative skills and having fun. They used their creative skills to decorate the cards and asked the practitioner to write a little message on

the side. Zayn enjoyed mark-making the paper alongside Jad, using crayons and colouring pencils, **developing an understanding of using lines to enclose a space and beginning to use drawing to represent actions and objects**.



Understanding the World: People and Communities – Making Eid cards



In line with our theme, Star Room participated in making Eid cards using white paper, colouring pencils and sticking resources. The practitioner began by reminding the children about the Eid celebration. Thomas began telling the practitioner that he celebrates Christmas, the practitioner acknowledged him and explained that some people celebrate Christmas, and some people celebrate other festivals



such as Eid. Ada drew his family and began pointing to each family member that he drew, [using his increasing knowledge and understanding of tools and materials to explore his interests and enquiries and develop his thinking](#). Mikaeel expressed that he was going to get the practitioner a present for Eid, Alaia said that she wants to make a card for her mum and dad. Eid celebrations teach the children about culture, religion, and traditions, and the importance of nurturing love and respect for their fellow peers. In addition, introducing Eid activities for children is a fun way [to engage them with friends and family](#).

Summer

The children participated in various summer activities as the weather has been getting warmer. They have shown interest in water play as well as learning about summer fruits and drinks such as strawberry lemonade, watermelons and more.



Expressive Art and Design – Making Daffodils

In line with our theme, the children participated in an adult-led activity making a daffodil display in groups of four. They were provided with glue sticks, a large yellow paper that had been painted the day before and left to dry and cut out daffodils. The children began by independently using the PVA glue to stick the daffodils onto the yellow paper. The practitioner asked open-ended questions such as “What colour are the daffodils?” to which the children replied “Yellow” in unison, [making observations of plants](#).

Once all the children had participated, they all counted how many daffodils they had stuck down which totalled 14. The practitioner then explained the different parts of the flower and explained that the stem drinks up all the water, [talking about why things happen and how things work](#). Emmet responded, “Like a straw”, [commenting and asking questions about aspects of their familiar world](#). They then used the sticks to make the stem. Nicholas expressed he liked daffodils.

The children understood what daffodils looked like and the importance of water and sunlight for plants, they also spoke about the plants that some of them made for

Male Carer’s Day and were asked if they have been watering them.

Dylan said he waters his plants every day.



Physical Development: Health and Self-care – Making Strawberry and Lemonade Juice

Star Room participated in making strawberry lemonade and described its taste using [describing words](#). This activity also allowed the children to talk [about the safety needs](#) when using a blender and using child-friendly knives to cut the strawberry. As the practitioner opened the



strawberry packet she asked Soul, "Which one is the biggest strawberry?" Soul pointed to the biggest strawberry and said, "This is the biggest" showing awareness of shape similarities and differences between objects.

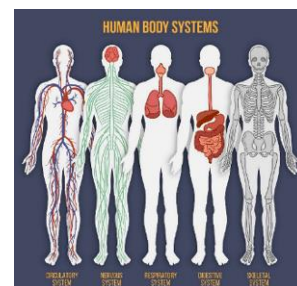
The practitioner then asked the children to point to the smallest strawberry out of 5 to which they each pointed to two different ones, responding to both informal language and common shape names and making their own choices. Thomas added, "Let's hold it up in the air," as he held it in the air the children realised which one was the smallest. They each took a knife while the strawberries were shared out, they then cut them into small pieces, working on their fine and gross motor skills as well as using the cutlery independently. Mikaeel cut off the stem and said, "we can't eat that". As they finished cutting the strawberries, they were then given two lemons and asked to pass them around and roll them. Philip asked the practitioner, "why?" to which the practitioner explained "so that it can be softened when we squeeze it inside the blender." Soul then added, "We can't eat the seeds", whilst the lemon was being squeezed. All the children tasted it and said it was sour. Once the strawberries and lemon had been blended, they each got to enjoy their own shakes and loved it so much they asked for more!



Human Body

Human Body

Star room children have shown immense interest in the human body which prompted the practitioners to carry out activities that are based on learning about the human body. Star Room learned about the circulatory system, nervous system, respiratory system, digestive system, and bone structure.



Communication and language: Human body worksheet

As part of the theme, Star Room identified different body parts using a skeleton, the practitioners spoke to the children about the different parts of the body and asked the children to point to them. Ada pointed out the "head", Zayn pointed out the "hands", Bradley pointed to the "legs" Soul pointed to the "bones", and Mikaeel pointed to the "legs". Star room is extending vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. After identifying each part, the practitioner asked Star Room who has bones, to which Gene replied, "I do", This shows that Thomas and Gene can listen to others in one-to-one or small groups when conversation interests them. The practitioner then explained that most insects don't have bones that's why they're so soft. Ayla replied, "Like spiders." To finish the activity Star Room used cut-up body parts to make a skeleton, using teamwork and ensuring they put the body parts in the correct space.



Expressive arts and design: Making skeletons.



Continuing our theme, we created skeletons with cotton buds on black paper. The practitioner explained and showed them a picture of what the skeleton should look like. Peggy said “The skeleton is inside our body” pointing to her lungs, brain, and legs, **extending her vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.**

The practitioner sang them a skeleton song which the children were encouraged to learn. Amaya made her own skeleton with 3 cotton buds across and one in the middle, when she finished, she said "I like my one". While Emmet was making his skeleton, he counted how many bones he stuck to the skeleton and said to the practitioner "It is 9." Gene, Thomas, Gene, Mikael, Ayla, Alaia, Zayn, and Jad all really enjoyed glueing and sticking onto their paper. The practitioner then talked about their body parts and bones and how to

keep them strong by eating healthy food every day. This activity enabled Star Room to make skeletons to **create representations of both imaginary and real-life people and objects.**

Animals and graduation

Star Room children concentrated on doing activities about ‘Wild Animals’ and we also spoke about graduation.

As Star Room children will be going on a trip to the Zoo, the children participated in activities such as making giraffes, making elephants, making turtles, and listening to the sounds of animals to see if they can recognise them. By learning from the animal kingdom, children gained valuable life lessons that will stay with them for years to come, they developed a deeper understanding and respect for the natural world, and learnt essential qualities like courage, perseverance, and creativity.



Mathematics /Expressive art and Design - Making handprint Giraffes.

For one of our activities, Star Room participated in making handprint giraffes. The practitioner began by asking the children, “What colour is a giraffe?” “All the children responded, “Yellow”. The practitioner then added, “What else?” Amaya responded, “Brown”? The children began painting their handprints yellow. For the dots of the giraffe, Ayla, Thomas, Gene, Emmett, Peggy, and Mikael dipped their fingers into the black paint and dotted it onto their giraffes.



The practitioner began asking, "How is your giraffe feeling?", Emmet and Amaya said 'Happy', as they said happy Amaya used her finger to draw a happy face onto the giraffe and Emmett used the paintbrush to add a smile to the giraffe, **using tools for a purpose**. As the children showed interest and were engrossed in the activity, the practitioner asked the children to describe what the giraffe looks like. Emmett and Thomas added that it has a long neck, and Ayla mentioned to the practitioner that it eats trees. Whilst the children added their dots to the giraffe the practitioner asked, "How many dots are on your giraffe?", **pointing or touching (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5**. Ayla, Dylan and Nicholas counted confidently to 10 and tried to count above 10 when they had more than 10 dots, **enjoying counting verbally as far as they could go**.

Expressive Art and Design – Rock turtles

We made turtles with rocks in line with our theme and in preparation for our nursery trip to Whipsnade Zoo. The practitioner provided several rocks and asked the children to pick their favourite. Each child picked a different size. Ada said, "I have the biggest rock". Musa said, "My one is a small and good size". Star room children were then shown different pictures of turtles and asked, "How many legs does a turtle have?" To which they replied, "4 legs." They pointed at the picture and counted, working on their number, and counting skills.

As they all picked their rocks and some had brushes, Bradley said, "I don't have a brush" and the practitioner said, "It's ok you can use your fingers like finger painting" and all the children began to use their index fingers to paint all over the rock. Peggy said "I'm going to make sure all



of my rock is painted" while dipping her finger in the paint. They were all able to hold the rock with one hand and paint with the other, **developing and enhancing their fine and gross motor skills**. Zayn used a brush to paint his rock, when he got a bit of paint on his fingers he said "No paint my finger" and went to wash it off. Jad finished painting his rock and said, "I make another rock for my mummy". The practitioner told the children that we must wait for the paint to dry and then they can add the feet tomorrow.



Graduation



Some of the children from Star Room took part in their graduation ceremony to celebrate the progress they have made at nursery and wish them the best as they move on to school in the new term. Parents were invited to the

ceremony in which they all received certificates, sang their graduation song, and had a party and some fun entertainment.



As part of our graduation party, we had an entertainment show from Mr Squash. Mr Squash started off by doing bubbles for the children and showing them some magic tricks. The children were all very excited and sat quickly and waited patiently for the show to begin. Mr Squash asked for a volunteer to help with the first trick, Peggy volunteered, and the children cheered Peggy on as she went up to the front and was asked to hold the wand to do his magic trick, **enjoying joining in with moving, dancing, and ring games**. Mr Squash then pulled out a very long line of multi-coloured material from his mouth, Thomas said, "How is he doing that?" And Ada said, "That is crazy!". They were so shocked and excited by the magic tricks, **exploring and learning how sounds and movements can be changed**. This was followed by a puppet show which was about two best friends who went on an adventure together and came across a big bad wolf. The children interacted actively with this and loved watching the show, they asked questions and laughed hysterically.

Bonus classes

Football

Our football Coach Moyo began the session by making an island and asked the children to make a straight line along the wall. Coach asked open-ended questions such as, "Tell me something you find in the sea" and Mikaeel said, "A tiger", Lowen said "Starfish", Soul said "An octopus", and Gene said "Sharks and big ones". Nicholas added, "you can find treasures as well". Moya praised the children for their lovely ideas.



They were then asked to **line up holding their ball and listen to the instructions** for the 'flip the cone' game whilst Coach Moyo modelled exactly what to do. They **held the ball in both hands and then threw it very fast and hard** onto the cone to flip it. Thomas said "This is so funny" while Gene followed on doing the same thing until his cone flipped. Zayn flipped it with support, while Peggy went from one cone to another trying to flip it, Musa was very confident attempting another go and choosing to move in a range of ways, **moving freely and with confidence, making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, walking, running, jumping, skipping, sliding and hopping**.



After several tries the children began to kick the ball around the cones, by slowly using **their dominant feet**. Moyo then said "Let's walk like penguins" by placing the ball between their feet and walking. They all enjoyed pretending to be a penguin and ensuring the ball stays between their feet, **showing increasing control over an object by pushing, patting, throwing, catching, or kicking it**.

Moya explained a game of "volcano kick" where they all placed tenor balls on top of the cone and aimed to kick it as far as they could. Amaya and



Emmett joined later and enjoyed the volcano game, [successfully kicking the ball around](#). They played this game a total of four times following the children's request! Lastly, Moya said, "Let's see how you control the ball while slowly kicking it around the floor". Ayla, Lowen, and Soul kicked the ball around and laughed while Musa slowly kicked the ball, Moyo said "Pass the ball to coach" as he kicked it back, practising passing skills. Thomas and Alaia received certificates from the coach for being the two best listeners and being willing to have a go! Well done!

Tiny mites

Star Room took part in their Tiny Mite session with Janine. The session began by singing an intro song with puppets, Janine asked "What song will we be singing first?", to which Ayla responded, "Round and open."

Then we sang *Dina's Disco Beat* with Dina the puppet which entailed dancing to a specific sequence; they had to clap their hands 4 times, stamp their feet 4 times, and go around in a circle for 8 seconds and they did a wiggle at the end. Emmet, Gene and Thomas enjoyed dancing to the song, and they followed the dance pattern very closely.



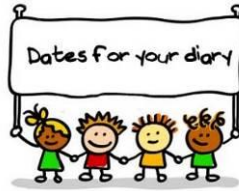
Next, they sang a song about going to the zoo and Janine asked Star room if they wanted to drive a car or ride a bike to get to the zoo, they voted to ride a bike. Ada remembered that you had to put on a "helmet" first. When Star Room was asked what snacks they should bring along, Thomas said "Bananas", Alaia said "Sweets" and Mikaeel said "Crisps." After arriving at the zoo, they sang the zoo song which included all sorts of animals, Soul said "My favourite is giraffes." This session helped the children to use and develop their [expressive arts skills by using movement and sounds to express experiences, ideas and feelings and experiment and create movement in response to music, stories, and ideas](#).

Physical Development - Yoga



Star Room was asked to make a circle to take part in yoga, they used their listening skills and made a big circle, aside from Phoebe who said she wanted to read a book in the book corner. We started by practising our breathing techniques by breathing in and breathing out for 4 seconds each, [moving in response to music, or rhythms played on instruments such as drums or shakers](#). All the children closed their eyes and continued to take big breaths. Peggy said, "This feels good" while Thomas said, "It's relaxing". Emmett said, "I felt dizzy before but now I feel better". We then stood up and shook our hands and legs to relieve the energy. The practitioner asked each child to have a go at trying a pose that their peers then copied.

They were all able to use the space successfully around them, making enough space for everyone to try their poses, [Maintains balance using hands and body to stabilise](#).



Summer Holiday

Last day Wed 16th August - Nursery closes at 4pm
– Re-open Tuesday 4th September
Tues 4th September - Inset day

Nursery 18th Anniversary

Saturday 30th September, Mon 2nd Oct or week of celebration – Fun week

27th Month Review

Thursday 7th December

Parent’s Afternoon

Friday 8th December

End of year Party

Wed 20th December (3 pm to 5 pm)
Nursery closes at 5 pm

Nursery Reopens

Wed 3rd January 2024

Review us

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

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

Ottaway <https://goo.gl/maps/1sGwLz2R6nc1aAdW7>

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

Comments/ Suggestions

Please feel free to write any suggestions/comments you may have on the space below and return the slip to the office.

Name (optional): _____ Date: _____